

CHILDREN'S OCCUPATIONS



HOUGHTON MIFFLIN COMPANY
BOSTON
NEW YORK





THE KINDERGARTEN CHILDREN'S HOUR

Edited by LUCY WHEELOCK

IN FIVE VOLUMES

ILLUSTRATED

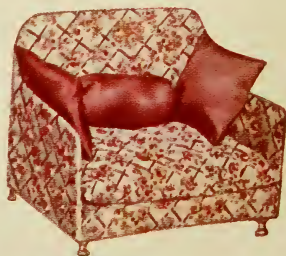
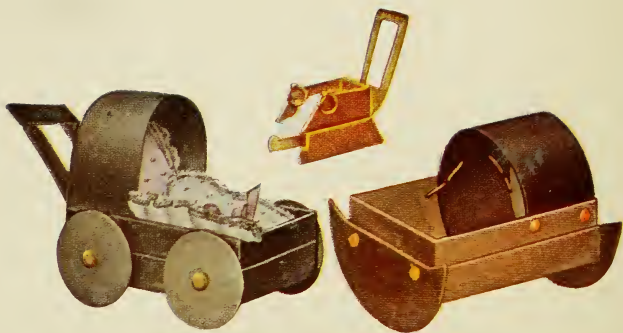
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VOLUME II

CHILDREN'S OCCUPATIONS

By MAUDE CUSHING NASH





DOLLS' FURNITURE

CHILDREN'S OCCUPATIONS



ALICE EGGLE HUNT

HOUGHTON MIEFLIN COMPANY
BOSTON
NEW YORK

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NOTE

THE editor has aimed to suggest articles easily made from materials readily accessible. Kindergarten supplies may be obtained, however, if one prefers, from local dealers, or from the Milton Bradley Company, Springfield, Massachusetts.

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*Title-page (in color) from a drawing by Alice Erle Hunt.
All other illustrations are from photographs of objects made.*

INTRODUCTION

IT is the purpose of this book to open the eyes of parents to a realization that through play a child may be led to desire knowledge. Give your boy a garden of his own, and while digging in the soil and planting seeds he will develop a curiosity to learn how it is that plants grow from seeds, and how the vegetables he eats are produced. Give your little girl an opportunity to play with dough, and in later years she will hardly remember the time when she first learned the art of making bread. By playing with blocks children imitate the construction of buildings they have seen. There are hundreds of ways in which the play of children may be regulated so that they will develop the creative instinct. This is what happens when children are encouraged to make dolls and toys from common materials that are easily obtained. They become inventors by acquiring the habit of expressing, through their hands, the thoughts of their minds. Oftentimes the playthings thus manufactured have a larger value in the eyes of the children than their more expensive counterparts purchased in the stores, because they have the satisfaction of having made such toys themselves.

I have endeavored to explain in detail a large variety of occupations for little hands, such as are commonly used in the kindergartens, endeavoring to present the subject in such a way that any mother may be able to

INTRODUCTION

direct her children along these lines. In addition, I have suggested some programmes by means of which the children of a neighborhood may be brought together and given an opportunity to develop their thoughts and energies in work, play, and song. As each season brings its own peculiar interests, these programmes have been arranged by months, so that the occupations of this nature may be conducted continuously out of doors or indoors, as weather conditions permit, and in accordance with the usual festivities peculiar to certain holidays.

Let song and laughter enter into every occupation, whether it be a task or a game. Count it a privilege to live with the children, to play with them, and to see things from their point of view. Make all kinds of work seem to be play, because of the enjoyment that enters into it.

This book will have accomplished its purpose if, through its suggestions, it enables you to fill the waking hours of your children with beneficial occupations, for to a child the world is a big place and his ideas are bewildered when he is left entirely to himself. The direction you will thus be enabled to give to the children's play will in a large measure determine the ideals that are to influence their later lives, at the same time helping them to meet their problems and to perform their tasks with confidence and self-reliance.

MAUDE CUSHING NASH

CHILDREN'S OCCUPATIONS

CHILDREN'S OCCUPATIONS

I

THE MERRY LITTLE MEN

"A little baby came to town.
He opened his eyes and looked around.
What is this place?' and 'Who am I?
Can I move and feel and cry?
Who is this with eyes of brown
That cuddles me up, then lays me down?
Ah, well! there's much for me to learn,
And I'll try each day to squirm and squirm,
Till a real person I'll grow to be,
And find this is Mother who truly loves me.'"

IT is said that sensation is the world of consciousness: thus the tiny baby is awakened by sensations of hunger or discomfort into a world unknown. Because of a poverty of past experiences, there is nothing connected in his mind. By chance, when a finger or toe reaches his mouth there is a beginning of experience which, when repeated, becomes an activity of physical and mental growth. New sensations are experienced, and he realizes in part his personal control of such action when he has tried the movement several times. As new experiences come, perchance through instinctive or reflex motions, he is connecting himself with the world about him, especially if the mother is by his side to encourage this growth. Tenderly the mother fondles her baby and in reality is opening the field of play. Through the play comes an awakening of feelings, presentiments, and

CHILDREN'S OCCUPATIONS

yearnings. Muscular activity develops the physical body and opens the way to self-activity. Mental activity creates knowledge, consciousness is awakened by sensations, and, greatest of all, the mother's singing and tender words weave a spiritual web about the soul of this precious little being. All this makes up the life of the first year, and how essential it is that a mother should realize her part in developing the senses aright! As everything touched seems to go to the mouth first, see to it that this activity does not become a constant habit. Have simple articles near by that the hands, which are in perpetual motion, may grasp. Choose toys made of celluloid or rubber that can be washed and are harmless if carried to the mouth.

Complete joy, accompanied by coos and gurgles, fills the baby's mind when freed from clothing so that the limbs can kick and arms can fist the air. What a bond of sympathy comes between mother and child as she sings the traditional ditties! Mother pats the bottom of little feet, first one and then the other, saying:

Shoe the old horse, shoe the old mare,
Let the little colt go bare, bare, bare.

Take a foot in each hand, crossing the legs first one way and then the other way, in rhythm to the lines:

Leg over, leg over, dog went to Dover!
When he got there, hop! he went over!

With the last line raise both little limbs into the air, raising the body slightly, making a slight bounce.

Playing with the individual toes has always been a game which brings forth squeals and delight to the

THE MERRY LITTLE MEN

growing baby. The tiny muscles of the toes need exercise, so these pulls and pinches give great satisfaction. The time-worn verse runs as follows, beginning with the big toe:

This little pig went to market,
This little pig stayed at home
This little pig had roast beef,
This little pig had none.
And this little pig cried,
‘Wee, wee, wee,” all the way home!

The following jingle comes from China where baby’s toes are played with in the same fashion:

This little one eats grass,
This little one eats hay,
This little one drinks water,
This little one runs away,
This little one does nothing,
But just lies down all day.

With the last line, big sister or mother playfully slaps the soles of baby’s feet.

How happy the child is when big enough to have father place him across his foot and play “Ride a cock horse to Banbury Cross.” Now place the little one on your lap and make-believe go to ride, saying:

This is the way the lady rides —
Trot — Trot — Trot. (*Gently.*)
This is the way the gentleman rides —
Gallop — Gallop — Gallop. (*Stately.*)
And this is the way the farmer rides —
Bumpity — Bumpity — Bump.
(*Rolling from side to side.*)

Another ride on the knees is accompanied with these words:

CHILDREN'S OCCUPATIONS

Trot, trot to Boston,
Trot, trot to Lynn,
Trot, trot to Salem,
Then trot home again.

Here is another saying with two verses. The first verse is repeated slowly:

Trot, trot to Boston
To buy a fat pig.
Home, home, home again,
Jiggity, jiggity, jig.

Ride, very slowly with second verse:

Trot, trot to Boston
To buy a fat hog.
Home, home, home again,
Joggity, joggity, jog.

The first idea of mystery comes to the child when mother plays the first Hiding Game. Mother hides her face and baby pulls the handkerchief away to find her, for he is very happy in Mother's smile when she says "Peek-a-boo" to him. Then Baby hides behind the handkerchief and Mother finds him in the same manner. Both hands are also used to cover the face and play peek in the same way.

All games and plays of children are based on physical development. The baby begins to realize that he has eyes, ears, nose like Mother. He is learning about himself as well as developing a vocabulary in naming different parts of his face.

The following verses he loves to hear Mother say, or to repeat after her:

THE MERRY LITTLE MEN

BABY'S HOUSE

Knock at the door of a little white house. (*Forehead.*)

I wonder who lives inside, —

Peep in here at a window bright, (*Eyes.*)

Now don't you try to hide!

Lift the latch with a cautious hand (*Nose.*)

Or somebody'll turn the key.

Then walk in through the doors ajar, (*Mouth.*)

But don't you stay to tea;

For the little white dogs that live inside (*Teeth.*)

Might gobble you up, you see.

LORD MAYOR

Here sits the Lord Mayor. (*Forehead.*)

Here sit his two men, (*Eyes.*)

Here sits the cock, (*Right cheek.*)

Here sits the hen, (*Left cheek.*)

Here sit the chickens, (*Top of nose.*)

Here they run in — (*Mouth.*)

Chin chopper, chin chopper,

Chin chopper, chin.

Using the hands, point to all parts of the body as they are mentioned:

Two little eyes to open and close,
Two little ears and one little nose,
Two little lips and one little chin,
And two little cheeks with a rose shut in.

Two little elbows, dimpled and sweet,
Two little shoes and two little feet,
Two little shoulders, stout and strong,
And two little hands, busy all day long.

Here is still another one and much simpler:

Knock at the door. (*Forehead.*)

Peek in. (*Eyes.*)

Lift up the latch, (*Nose.*)

And walk in. (*Mouth.*)

Take a chair right down there. (*Hastily tickle neck.*)

CHILDREN'S OCCUPATIONS

With the discovery of his hands the child is amused for a long time. The wiggling of each little finger interests him as do the toes. Inasmuch as the hand is one of the human being's greatest factors, too much stress can never be laid upon its development.

In distinction from the animals, prehistoric man rose to a world of his own when he found he could make things. As the hands developed their power, so the mind in parallel channels has arisen to advanced thinking. The mother, therefore, in her moments of leisure with her baby, can hold the little hands and fingers, imagining what wonderful powers lie hidden in the delicate muscles. At this point playful exercises amuse the baby and yet give stimulus to growth. Through counting the fingers in rhyme and song there comes not only an educational value, but a flow of rhythm and happy play.

Dramatic action with the fingers, combined with imagination, of which the child has an abundance, illustrates these rhymes and affords great amusement.

Five little soldiers standing in a row. (*Hand outspread.*)

Three stood straight and two stood so.

(*Three fingers up, two fingers bent over.*)

Along came the general, (*Thumb of other hand.*)

And what do you think?

Those two little soldiers

Jumped — quick as a wink. (*Spoken rapidly.*)

Naming and counting fingers:

"I am one," said little thumb.

"I am two," said pointer.

"I am three," the tall man said.

"I am four," said ring finger.

"And I am five," the baby cried;

"You could not catch me if you tried!"

THE MERRY LITTLE MEN

Bedtime story for the fingers, bending them over into the palm of the hand one by one:

Tired and sleepy the thumb went to bed,
The pointer so straight fell down on his head,
The tall man said he would cuddle up tight,
While the ring finger curled himself out of sight,
And last of all, weary and lonesome, too,
The little one hid and cried Boo-hoo! (*Crying.*)

THE WASH BENCH FINGER PLAY

I

Here's a little wash bench,

(Fingers clasped in horizontal position, thumbs turning downward, resting on table or lap to represent legs.)

Here's a little tub,

(All fingers touching at ends to make oval shape.)

Here's a little scrubbing board,

(Left hand in vertical position, tips of fingers resting on table or lap.)

And this is the way we scrub.

(Right hand forming a fist and making scrubbing motion over the left hand.)

II

Here's a little cake of soap,

(Thumb and pointer meeting at ends to make oval shape.)

And here's a dipper new,

(Pointer of left hand attached to oval shape in right hand.)

Here's the wide, deep clothes-basket,

(Two arms joined in front to make circle.)

And here are clothespins two.

(Fingers bent into palms. Pointer and tall man hanging down, representing shape of clothespin. Do this with both hands.)

III

Here's the line above so high,

(With both hands stretch an imaginary line in opposite direction.)

And now the clothes are flying.

(Hang up imaginary clothes.)

CHILDREN'S OCCUPATIONS

Here's the sun so warm and bright,
 (With arms make large circle over head.)
And now the clothes are drying!

FINGER PLAY — LITTLE SQUIRRELS

Five little squirrels sat up in a tree.
This one said, "What do I see?"
This one said, "I smell a gun."
This one said, "Oh, let's run."
This one said, "Let's hide in the shade."
This one said, "I'm not afraid."
 (Suddenly clap hands.)
Bang, went the gun; they ran every one.
 (Put hands quickly behind the back.)

FIVE LITTLE CHICKENS

Imagine each finger in turn represents a chicken:

Said the first little chicken with a queer little squirm,
"I wish I could find a nice fat worm."
Said the second chicken with an odd little shrug,
"I wish I could find a nice fat bug."
Said the third little chicken with a sigh of relief,
"I wish I could find a nice green leaf."
Said the fourth little chicken with a faint little moan,
"I wish I could find a wee gravel stone."
Said the fifth little chicken with a queer little squeal,
"I wish I could find some nice yellow meal."
"Now, come here," said the mother from the green garden patch,
"If you want any breakfast, come here and scratch."
 (Spoken somewhat sternly.)

This has a twofold value in that it is instructive to the child as to needs of the chicken, and it has a moral lesson. The following also calls for questions from the nature world and experiences of the farmer. It is to be repeated as each finger is touched and two fingers at the last:

THE MERRY LITTLE MEN

PLANTING FIVE SEEDS IN A ROW

One for the blackbird,
One for the crow,
One for the cutworm,
And two to grow!

As the child's vocabulary increases and he can follow directions, he will wish to say and act out these finger plays, and because of his great desire to repeat many times, he will soon have them memorized.

A simple gymnastic exercise which has a quieting effect is given while the child is sitting in a chair. Have the arms stretched forward in a horizontal position from the shoulder, and act out the words with hands as he says:

Open, shut, open, shut,
And give a little slap;
Open, shut, open, shut,
And lay them in your lap.

FIVE LITTLE FROGS

Point to each finger:

Five little frogs sitting in a row.
This one said, "I stubbed my toe."
This one said, "Oh — oh — oh."
And this little one laughed and was glad.
This one cried and he was sad.
And this one hopped off to the doctor's
As fast as he could go. (*Spoken quickly.*)

THE FIVE COWS

Point to each finger:

This mooly cow ate the sweet meadow hay.
This mooly cow switched her tail all day.

CHILDREN'S OCCUPATIONS

This mooly cow chewed her cud in the shade.
This mooly cow in the water would wade.
This mooly cow said, "The sun's going down,
We must take back the milk to the babies in town."

MON PETIT LAPIN — MY LITTLE RABBIT

Mon petit lapin
A bien du chagrin.
Il ne saute plus,
Il ne court plus
Dans le jardin.
Saute, saute, saute, lapin;
Saute, mon petit lapin.

My little rabbit
Has many troubles.
He does not jump,
He does not run
In the garden.
Jump, jump, jump, rabbit;
Jump, my little rabbit.

(To imitate the ears of the rabbit, put the closed hands up on the forehead; lift up the forefingers of the two hands and move them slowly.)

(To imitate the jumps of the rabbit, throw the hands forward, at the same time jump with the feet.)

LA SOURIS — THE MOUSE

La petite souris a passé par ici.
Celui-ci l'a vue,
Celui-ci a couru après,
Celui-ci l'a attrapée,
Celui-ci l'a mangée — i-i-i.

The little mouse passed through here.

(With the forefinger of the right hand turn in the center of the palm of the left hand.)

This one saw it,

(Shake the forefinger of the left hand.)

THE MERRY LITTLE MEN

This one ran after it,
 (Shake the major finger of the left hand.)
This one caught it,
 (Shake the ring finger.)
This one ate it — e-e-e-e.
 (Shake the little finger.)

LES MARIONNETTES — PUPPET SHOW, OR PUPPETS

Ainsi font, font, font
Les petites Marionnettes.
Ainsi font, font, font.
 (Lift the hands and turn them in the air.)
Trois petits tours et puis s'en vont.
 *(Three turns like the mill, then put the hands
 behind the back.)*

This is the way
The little puppets.
This is the way
They do three little turns
And then go away.

II

KINDERGARTEN OCCUPATIONS

PAPER-FOLDING

THERE is always something fascinating about a piece of paper, and as a child's inquisitive nature develops there is great opportunity to suggest and create with this material. Paper can be purchased in all the pretty colors with their tints and shades, but this should be kept for special occasions.

For immediate use the wrapping-paper near at hand will suffice for the beginner. Your attention is called to the paper used in the department stores for wrapping purposes. You will find different shades of brown or green; sometimes two shades with stripes or figures have been noted. If the paper is somewhat wrinkled, a warm iron will bring it back to smoothness. From this paper cut perfect squares, four inches being an ordinary dimension. If you can spare the paper, eight-inch squares are easier for a child to manage and see what he is doing.

When a child is given a square, he is absorbed for some time trying to see what he can do with it. Finally, a note of discouragement in his voice gives you the opportunity to suggest. The simplest thing to do is first to fold the right edge to the left edge, having the corners touch as accurately as possible that good results may follow. In this folding the first thought is that a book has been made. Several of these folds may be made and

KINDERGARTEN OCCUPATIONS

pinned together in the middle. The completed book may afford amusement for the child if he is permitted to draw or write on the pages. At all events, he is proud of the book he has made.

Going back to the one piece of folded paper, stand it up on edge and it may be called a screen; then let the child peek behind it, and, if his imagination is great, he will doubtless tell stories of the mysteries behind the screen.

Open the paper again and fold each edge, meeting at the middle crease. Again the imagination comes into play, for here you open the blinds and find a window. With a few strokes of a pencil, curtain effects make the window seem more real. Now turn the window over so that the screens become legs, and then it can be called a table.

Take another square piece of paper. Make the first fold down the center, then make the same fold the other way, lower edge to the upper edge. Now the paper is creased into four squares and you can call it a window with four panes of glass.

If you fold the paper the first vertical fold and then over this the horizontal fold, you will make a napkin or handkerchief. This can be designed with a few strokes of the pencil, or, to make it seem more realistic, the child's initials may be printed.

The next fold is to make sixteen squares. This is done by combining the folds of the vertical and horizontal square folds with the folds of the blind, the latter also folded horizontally and vertically. The paper, when opened again, will have sixteen creased squares.

CHILDREN'S OCCUPATIONS

THE BARN

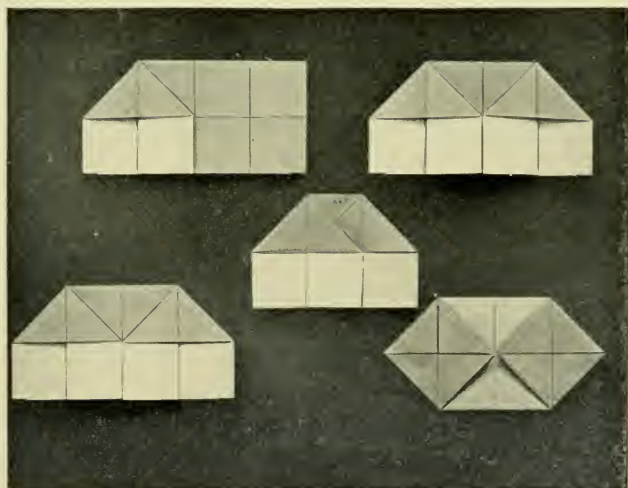
FOLD the first horizontal fold again on this creased paper, keeping fold at the top. Take corner marked with an X and open halfway back on itself, bringing X down to the second crease, and the sides become diagonal. Do the same to the left-hand corner. You now see the barn with its two big doors which have swung open to let the hay wagon in and the cows into their stalls.

BENCH

To make a bench, take this same barn, and you find the squares 1 and 2 are free to be lifted up so they will remain in a horizontal position. Now fold the sides 3 and 4 forward to meet the sides of 1 and 2, and you will then have a bench which can stand up. By cutting off one row from the sixteen squares, leaving a fold of three squares one way and four squares the other way, folding by same barn-door process, you will see a narrower bench; so call it a chair.

PICTURE FRAME

TAKE another piece of paper and fold into sixteen squares. Now bring each one of the four corners of the square into the center and do not open. Turn it over on the other side and again fold each one of those four corners into the center and let them remain. Turn back again to the front side and you will find four points in the center which you can turn back halfway, and leave an open space in the center. A picture can be inserted here and used as a valentine. These four points may be turned back in several different folds which may be suggested to you as you make them.



FIRST FORMS OF PAPER-FOLDING

KINDERGARTEN OCCUPATIONS

WINDMILL

FOLD a paper in sixteen squares, then make diagonal folds from corner to corner. Open again and fold over the top row of squares, fold over the right-hand row of squares, pulling out the top square to a point and flatten.

Turn the paper around, doing the same to each corner. This will make the four arms of the windmill.

BOAT

FOLD sixteen squares and diagonals. Fold as for windmill, only fold upper and lower left-hand corners toward each other and upper and lower right-hand corners toward each other. Now fold the center fold backward on its horizontal diameter and a double boat is made.

SOLDIER CAPS

THE simplest form of a soldier cap is made by folding a square to the handkerchief shape. Take the top square and fold back on itself in triangular form. Take the remaining three squares together and fold back the opposite way and you can open the cap at the fold. An ordinary paper napkin folded in this way will fit a child's head, but a twenty-inch square is necessary for an adult. This may be decorated on the sides with fancy ornaments.

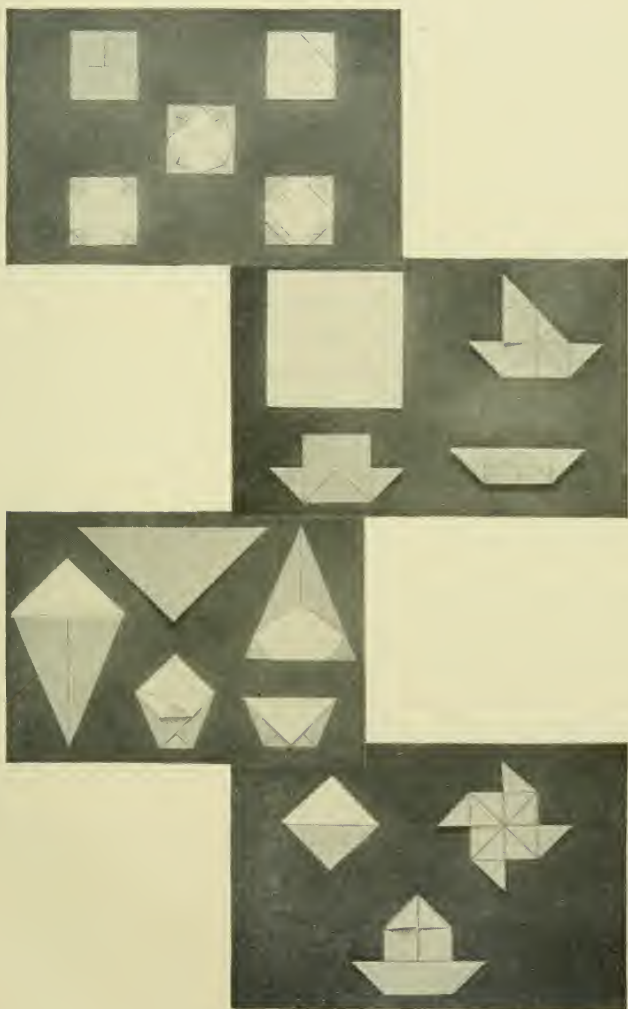
Make the two diagonal folds of a square piece of paper. Having one point facing you, fold it and its opposite point into the center. Now fold these two sides together bringing lower edge over to the top edge. These will naturally fold on the long horizontal fold you have already made, and will make the other points you have

CHILDREN'S OCCUPATIONS

not touched crease in halves. Take the right-hand point and fold it upwards at right angles with the center. The point will go above the center. Fold the point over and tuck it down between the sides. Now turn the cap over on the other side. Again you will have the long point on the right-hand side. Do as before, folding this point upwards at right angles to center crease. The point which goes halfway above, fold over and tuck between the original folds. You will see you have a pointed soldier cap which cannot come undone. Decorate with a side cockade or feather. To fit a child's head, a square of paper from nineteen to twenty inches will be needed.

The overseas cap recalls a distinctive shape, one which is liked by the children and is also becoming. Take a piece of brown wrapping-paper, cutting it nine inches wide and about twenty-three inches long. Turn up one inch on one long edge. Bring left and right edges together in the middle, lapping over an inch, and fastening with a brass pin or by gluing it. Remember to keep the inch edge, which is turned up, on the outside of the cap.

Take the upper right-hand corner as it is doubled and fold over to the middle where the paper is lapped. Bring the left-hand corner down to meet it at the center. This forms a point at the top. Take this top, folding it over and down the center, meeting the side edges, which are folded. Through these several thicknesses of paper, put another brass fastener, putting your hand inside the cap so it will not go through the other side. Here you find your cap complete. As it is of the brown paper, it



PAPER-FOLDING

KINDERGARTEN OCCUPATIONS

will greatly resemble the khaki caps worn by our soldiers in action. These caps are also attractive when made in varied colors of crêpe paper and used at children's parties.

Another paper cap is easily made, though not by folding, but may be of interest at this point. With heavy paper make an inch-wide head-band joining by glue or brass fasteners. Take any colored tissue or crêpe paper desired, head-band length and nine or ten inches wide. Paste or sew one edge around the head-band; gather the other edge to a point and tie, putting on streamers or rosettes. A set design of a contrasting color decorates the head-band. These can be rapidly made and bring forth great merriment at festive occasions.

THE KITE

WITH a fresh paper, fold over one diagonal crease only. This is called the shawl fold. Surely the little boy would like a kite. Open this paper with the crease vertical to you. Bring the lower right side over to the center, then likewise bring the left over to the center, and you have made the kite.

TENT

INVERT the kite, bringing the sharper point at the top. At the bottom, fold back the point to the horizontal edges of the paper. To please the boy's imagination, fold back the loose corners of the flaps a little way, and stories of tent life will be brought to mind. The tent will stand by itself if the point turned under is properly adjusted.

CHILDREN'S OCCUPATIONS

DRINKING-CUP

VERY often a drinking-cup is quickly needed and it is well to know that one can easily be created. An eight-inch square of paper makes a convenient size. Make the crease of both diagonals. With one fold toward you, take with both hands the left and right points and lay over one another until they cross evenly, the upper edges becoming a straight line on the other diagonal fold. Now fold down the top corner facing you upon these folds. The other corner, fold backward, and you will find you have a cup to open.

PAPER-TEARING

THE study of hands and the wonderful gifts which lie hidden in the power of little muscles of the fingers are so numerous and fascinating that the subject will never be exhausted. Children cannot be guided too early in making good use of them, and paper is one of the best materials to practice on. We have seen the charms of careful folding, but now let us create by tearing. The youngest child is fascinated by the crumpling of paper. If carefully watched so that it does not go into the mouth, the baby will have a happy hour, just tearing, because of the sound and seeing something happen. Give an older child some paper and tell him to tear it into some shape. He is likely to say he can't, so, if he has nothing to offer, tear at random and see if any object can be imagined in it. Always hold paper between thumb and forefinger of both hands close together and tear a small bit at a time, thus getting finer detail of the object desired. In deciding upon a tree, start tearing



PAPER-TEARING

KINDERGARTEN OCCUPATIONS

the trunk, and balance each side as nearly as possible as you go out to the branches. It is only by practice that you can attain success, and though this is one of the arts which seems hopeless at first, it rapidly develops. The child's little fingers are soon trained so he can make his own picture of a snowman, rabbit, butterfly, apple, pear, or house. With a piece of paper folded, tearing double will quickly make some objects. The lack of a pair of scissors should not stand in the way of creating amusement as well as pretty pictures. With trees, houses, flowers, etc., real landscape effects can be arranged. Calendars may be made for gifts by pasting some of the torn designs upon a cardboard background and a calendar pad placed below. With groups of children, a game or guessing contest can be enjoyed by deciding what the object torn is supposed to represent.

WEAVING

PAPER-WEAVING

THERE has been much discussion among educators as to the advisability of having young children do weaving. The accuracy needed for this work, which brings strain on the eyes, may cause some question. Starting with coarse material, however, the child gains much power in his hands without too close application, thus preparing himself for finer work later. Any cardboard near at hand may be used for a mat. Heavy manila or bogus paper is good, and some people have used oilcloth satisfactorily. Mark off with pencil and ruler a border of an inch width all round an 8 x 10-inch mat. On the narrow way of the paper make six slits an inch wide and within

CHILDREN'S OCCUPATIONS

the border-line. Now from the same heavy paper prepare strips an inch wide and eight inches long. With careful instruction of over and under motion, talking about the dog jumping over the fence and then crawling under the fence, a double interest will be aroused. The next strip alternates: this time the dog goes under the fence and then jumps over, and so on until with this sized mat you have used eight strips. To get more interesting results, let the child color these strips with colored pencils or crayons. The little fingers can weave the strips in and out as they are of good size, but if narrower paper is used, a large tape needle will have to be used. There is a steel needle made expressly for this purpose which can be purchased at small cost. There is a spring clip at the end of the needle which holds the paper strip firmly. Colored paper also comes prepared for weaving, but of smaller size and better adapted for the more experienced child. The blending of colors should be given attention when colored paper is used, as artistic choice is most essential in child training. The variety of designs is innumerable. With increasing interest, the child will soon work out his own ideas. Here he is creating many geometric designs and beauty forms. It is also interesting to work out something from observation, such as a house, tree, or a basket.

WEAVING WITH OTHER MATERIALS

With these fundamental principles learned, and which have been handed down to us from prehistoric ages, the weaving of grass, raffia, worsted, strips of rags, string, or rope may fill many hours of pleasure. In the use of



PAPER-WEAVING

KINDERGARTEN OCCUPATIONS

other materials than paper, many useful articles can be made. A loom, which takes the place of the mat in paper-weaving, can be made at home by taking an empty wooden box, a salt-box, for instance, and driving nails halfway in on the ends. The nails should be about one quarter of an inch apart. The warp is wound across the box and around the nails, back and forth. The warp may be of the same material as the woof, that which is to be woven in and out. Rugs and carpets for doll-houses are great fun to make, and here again choice of color and design should be given attention. Material called cotton roving, which comes on large spools in a dozen different colors, is used with splendid results for rugs. It is soft and pliable and easily used by the children. The material nearest at hand is narrow strips of rags sewed together. Squares of raffia woven in this fashion make nice mats upon which one might set warm dishes, and squares of woven worsted can be faced with canton flannel or cambric to make splendid kitchen holders.

DOLL'S HAMMOCK

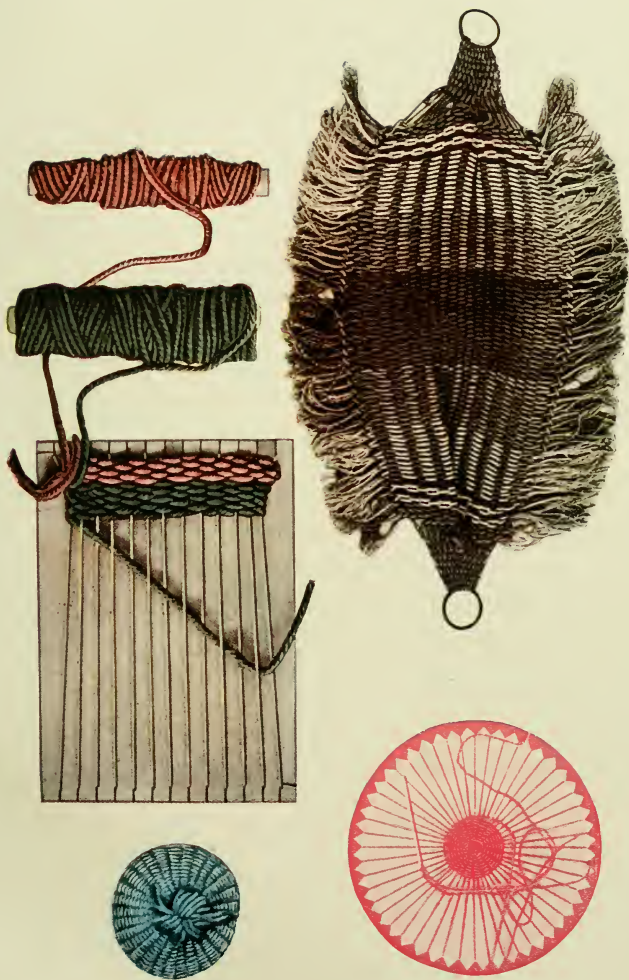
A HEAVY colored twine is used for both warp and woof in making a doll's hammock. When winding on the warp, carry string through a brass ring which is held by a tack a few inches from the nails at each end. Begin the weaving as usual. Take a long piece of string and weave it back and forth, over and under. When it is necessary to start a new string, join the ends on a side. If a fringe is desired, weave across each time with a separate string, leaving free about two inches in length on each side.

CHILDREN'S OCCUPATIONS

When taken from the loom these ends may be knotted, or before taken from the loom a string may be woven in and out down each side to hold the woof in place.

DOLL'S TAM-O'-SHANTER

WORSTED is used for a tam-o'-shanter. To make the mat or loom for this, draw a circle any size you wish on a piece of cardboard. A circle with a six-inch diameter makes a tam for a small doll. In distances three eighths of an inch apart on the circumference draw slanting lines making points. Cut out around these points and also cut a quarter-inch circle out of the center of the mat. With a long piece of worsted, pass through the center hole and wind over the nicks, into the center and out, and so on around the circle. Tie the two ends. You will see that both sides of the mat look alike. Weave on one side only, using a tape needle or ordinary weaving needle. Begin at the center, going under and over as near the hole as possible. Continue weaving until you come nearly to the edge of the mat. When this is done, turn over the mat on the other side and cut the worsted warp about halfway between the circumference and the center. Take the cap off the loom and push the worsted which is near the center through the hole to the other side. With a piece of worsted, wind tightly and tie these ends which will make a tassel. Tie the ends of the outer circle rather tightly in twos, to make the tam bend under a little. After doing this all the way around the edge of the cap, tie alternate twos in the same way to finish firmly. The ends may now be cut off and the tam is finished.



WEAVING



KINDERGARTEN OCCUPATIONS

These improvised looms and mats which have been described may be supplemented by purchasing well-made looms of all sizes for different articles.

TOY KNITTER

THE tubular reins are familiar playthings to all children and it is fun to make them too. A toy knitter can be purchased at small expense, but one can be improvised with an empty spool. Take four double-pointed steel tacks, drive them halfway into one side of the spool and at even distances apart. Make a ball of worsted from pieces of yarn tied together. Let the end of the worsted drop through the center of the spool. Now carry the worsted around the four nails. As you go around the second time, use a wire hairpin to lift the first piece of worsted over the second piece and slip it over the double-headed nail. After the first row is adjusted, it is very easy to continue on and on, round and round, going through the same process of carrying the old thread over the new. As the spool seems to fill up with the work, take the end of worsted, which was at the beginning put through the spool, and pull the finished reins down through the center hole of the spool.

KNITTING

THROUGH the stress of war, knitting for the comfort of our soldiers became a part of daily occupation from the smallest tots of boys and girls to the dear grandmas. For the youngest knitters an afghan composed of knitted squares sewed together became their work. This accomplishment should still be carried on, not only be-

CHILDREN'S OCCUPATIONS

cause of the ability to knit, but because a child feels the experience of joining with others to make something worth while. To teach the stitch to the little one just learning, use wooden meat skewers, for they make splendid needles and are not long and clumsy. Use a little sandpaper on them to smooth them down.

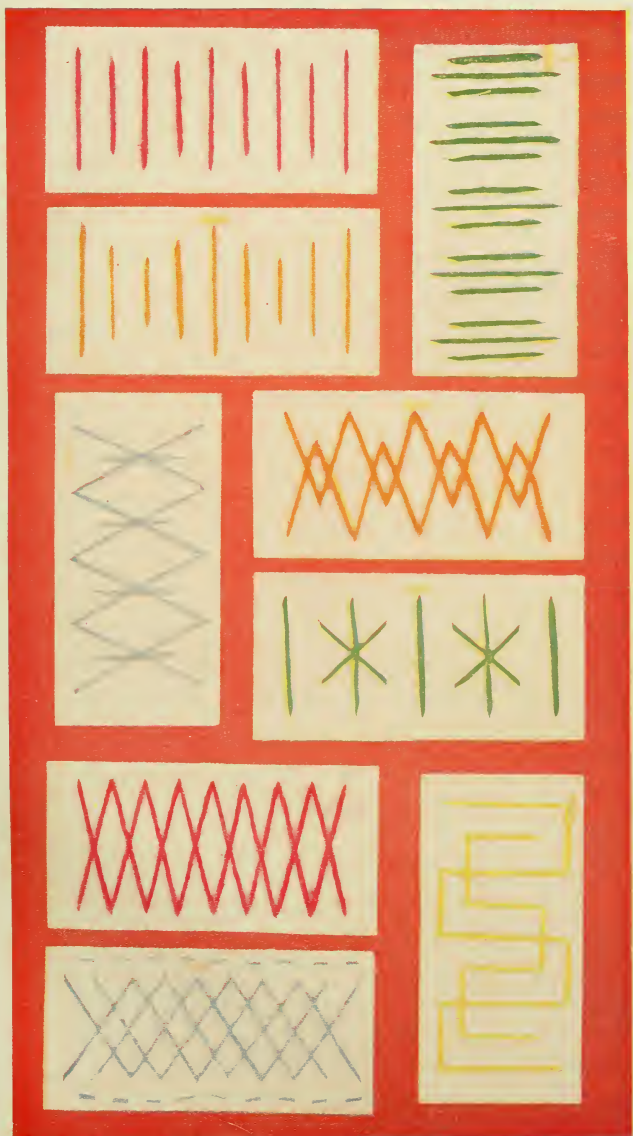
CARD-WINDING

A SIMPLE form of amusement and yet of much value is called card-winding. The material to use consists only of a piece of cardboard six inches by three inches, and a yard of colored worsted. At intervals across the card, using a ruler to make more accurate results, cut down slits, top and bottom. With the left hand, hold card and one end of the worsted. With the right hand, wind the worsted in and out of the slits you have already cut. The child for some time is content with the straight lines he is making with the pretty worsted. Vary the slits in length alternately or graduate them. Make several cards, using different colors of worsted. You will see there is an opportunity to teach arithmetic as the child counts how many short lines or long lines he has made. From the simple line formation, many designs can be formed by crossing lines diagonally or horizontally. The illustrations suggest several designs that the reader may work out with the children.

SEWING

CARD-SEWING

CLOSELY allied with weaving and winding comes sewing. When a child sees a needle and thread in the hands of her



CARD-WINDING WITH WORSTED

KINDERGARTEN OCCUPATIONS

mother she naturally wishes to imitate what she is doing. One of the simplest devices in this form of hand-work is the sewing of pictures outlined on cardboard by means of holes or perforations. Prepared cards are easily obtained which are perforated alike in squares of quarter or half inches over the entire surface, or with a few lines or circles. These should be used first so that a child may become accustomed to sewing. The circle may be colored inside the sewing and he will call it the picture of a ball. Tie a piece of bright worsted to a large blunt worsted needle for this work. By tying the thread in the needle the possibilities of its being unthreaded are avoided and much time is saved. To create interest, see that the child sews down one hole, up another, and so on, saying, "We will leave the gates open first and then go around the next time to close them." The card should be sewed without turning it over, as this way saves confusion and is much easier.

The plain square or oblong perforated card will soon suggest all kinds of original ideas. The first work may be in vertical, horizontal, or slanting lines, lines in different lengths or grouped together. Suggest dividing the square card into four parts and make the same design in each of the corners. Compare these designs with those of oilcloth, carpets, rugs, and wall-paper. Work out geometric, flower, and border designs.

Cards can be purchased with object designs and pictures to be outlined with this sewing, but it is possible and easy to make the cards at home. Trace the shape of a fruit, an article like a hammer or milk bottle, then go around the edge of the drawing pricking holes about

CHILDREN'S OCCUPATIONS

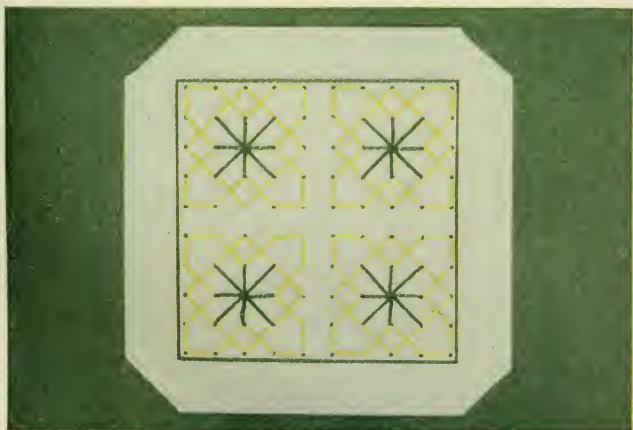
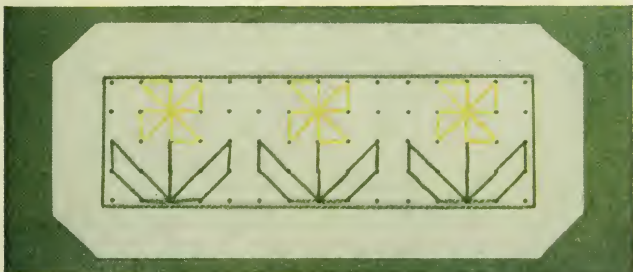
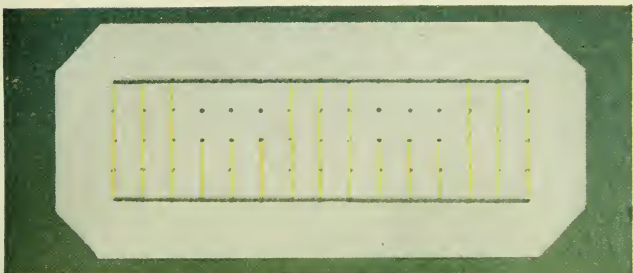
a half-inch apart. A picture can be pasted on a card and either the exact outline can be sewed or the picture can be bordered by a square or circle done in a sewing design.

An instrument called a "punch" or a sewing-card perforator can be purchased, which makes the neatest holes. Both boys and girls enjoy this work and the little fingers become more nimble for greater tasks.

SEWING WITH CLOTH

A PIECE of cloth is the next natural desire, especially for a little girl. If there is a dress being made in the house, of checked material, preferably of gingham, give the child a piece with a needle full of coarse thread or silka-teen. Over the dark squares of the cloth, show her how to make the cross-stitch. Pretty designs can be worked out to trim the dress or apron. To transfer a design or pattern on woolen or linen, baste a piece of cross-barred canvas where you wish to work. Count out squares and cross-stitch the pattern right on. When completed, the threads of canvas can be pulled out one by one, leaving the cross-stitch work on the dress or towels. Books of cross-stitch design can be bought in the embroidery departments of stores. Many magazines give illustrations also.

Understanding this work, children see possibilities for making Christmas presents. Work a cross-stitch design on a piece of canvas five inches square. To make a background, fill in all the empty squares around the design with one color. Sew a square of cambric on the back of this work and you have made a pretty and useful



CARD-SEWING

KINDERGARTEN OCCUPATIONS

holder. Interest in sewing increases at this point and the little girl decides that dolly must have some new dresses. Let her have a box of left-over pieces that she may do her own choosing. At first the work is crude, stitches are large, the scissors have made mistakes, but it is a wonderful accomplishment in the child's eyes.

USE OF SCISSORS

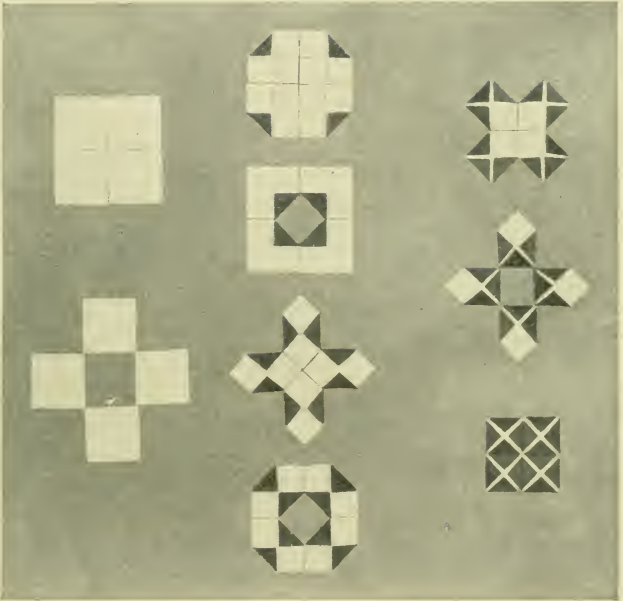
WAS there ever a brighter object in Mother's work-basket than her shining pair of scissors? It seems to be the one object a baby reaches for and the first thing he is taught not to touch. It is not many years, however, before that much-sought-for treasure can be acquired and used dexterously. By the time the child is three years old, a small pair of blunt scissors may be called his own, and careful instruction as to their use brings hours of pleasure. The right use of scissors taught in earliest years is the best means to prevent improper use of them. The child who has learned to create something pretty, and something to play with, is too busy to hunt around for something to cut which may cause calamities and destruction.

Scissors should be put into the child's thumb and fingers correctly, and the exercise of "open and shut" practiced over and over again until he shows a free use of them. Then give him a piece of brown wrapping-paper, letting him cut and snip to his heart's content; of course watching him so that no harm is done while he learns the art of making scissors cut. The apparent waste of cutting paper can be used to kindle the fire or to pack around an article which is to be sent by parcel

CHILDREN'S OCCUPATIONS

post. Soon the desire to create something comes. Give him a piece of paper two inches wide and six inches long. Show him how to cut off a strip the narrow way and about half an inch wide. Place it on the table and call it a soldier. Cut more, arranging in column fashion and suggesting that they be cut as straight as soldiers stand. Again take the same sized paper, ruling with pencil the lines a half-inch apart. By following the line accuracy in direction is developed. With a piece of paper, fringe each end in the same manner, but with finer lines; thus a towel is created. Fringing around a circle gives you a doily.

Kraus folding. Take a four-inch square of paper, and as before directed fold to get the vertical and horizontal diameters. These creases make four smaller squares. Open the paper flat again and cut on the folds. With these squares the Greek cross and hollow square can be formed. Each square may have one corner folded over to the center and arranged in design. Then turn two corners, three corners, and all four corners to make variety. Some squares can be folded diagonally and cut to make triangles. Let the child, with these pieces of paper, work out ideas of his own in design. Thus, folding and cutting combined, brings into action more suggestion and more development. All of this work he can easily do by himself if at first properly directed. With the use of the scissors comes a broader field of creative power. Through the child's mind passes many fanciful pictures; it may be a story told him, a poem, or a song which he likes to sing. Why not make a picture to illustrate and make real these thoughts? Paper in all



KRAUS FOLDING

KINDERGARTEN OCCUPATIONS

colors, tints, and shades can be purchased in small or large quantities. Packages large or small with varied colors give you the assortment from which to choose combinations for picture work. This field is so great that it is possible to illustrate only a few suggestions to the reader. The child is able to cut much of this work himself, but is often delighted to have the mature hand assist, that he may imitate and learn. Many pictures combine tearing and cutting, such as the snow scenes with the torn horizon line.

In the illustrations are examples of simple pictures which the five-year-old child is capable of working out. The little girl with her sled is walking up a hill of snow which is a torn piece of white paper pasted upon a gray mounting. She is cut out of black paper and the sled of red gives the touch of color.

The picture with the boy and the big snowball has simple lines to follow. Tear the snow background first, next cut out a big white snowball, and then paste on the boy.

The making of maple sugar is an interesting subject to discuss with the child, and the picture suggested here makes the story realistic to one who has not seen the actual process. First an irregular piece of white torn paper is pasted on a gray card. The house is cut out of black paper and pasted on at the left. The boy is placed in the foreground as if coming from the house to the trees. The trees are just irregular strips of paper pasted in a row at the right of the picture. The sap pails could be cut out of paper, but in this instance are sketched in with a pencil.

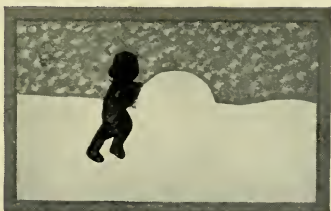
CHILDREN'S OCCUPATIONS

Pasting a yellow moon behind a tree gives another interesting touch of life as is shown in the two pictures. As the moon shines across snow or water, a few lines with yellow crayon show the reflection which it makes in the form of a path.

After one has read to the boy the great hero tales of the strong, brave knights of old and their castle homes, the stories become more vivid as he creates pictures. The silhouette of the knight riding over the snow to the castle is simple for him to make. Perhaps he will have suggestions and additions to make.

The night scene may be developed in many ways. Here is its row of varied heights of buildings cut from black paper, pasted upon a dark blue background. On this evening sky are the moon and stars. Sometimes windows are cut out of buildings and a line of yellow paper is pasted behind. This gives the effect of light in the windows.

If one cannot draw figures free hand, there are books and magazines to turn to for aid. Trace on thin paper the object desired, and while cutting it out, hold the colored paper underneath the traced figure, thus cutting both out at the same time. As experience with success encourages this form of occupation, more difficult pictures will be tried. The flower, a blue gentian, is made with two shades of blue paper. The heavy shadows of dark blue are cut in such a shape as to bring out the right contour of the petals. It takes careful finger manipulation to cut the fine orange strips that suggest a sunset. Always draw outline of figures on the wrong side of the paper so that no pencil marks will show on the right side.



CUTTING AND TEARING

KINDERGARTEN OCCUPATIONS

Animals, fruits, and flowers mean much in the child's world, so let him reproduce them on paper. The evolution from a large red circle to an apple, or from a white circle to a daisy, shows the results that can be achieved by any one who tries.

III

THE LITTLE ARTIST

CRAYONING

THE use of the pencil is always entertaining to children and the colored pencil or crayons are still more fascinating. Crayoning is the earliest form of art which comes to a child. As this material is so easily handled and not difficult to obtain, no child should be denied this form of entertainment. A box of crayons comprising the standard colors can be purchased in almost any store for ten cents and upwards. The best results follow using paper with a slightly rough surface. Crayons do not adhere to smooth paper so well. Give the young child one color at a time, as the bewilderment of many colors inhibits definite results.

SPOT WORK

THE first response from a child will be that of scribbling, but soon it will take a suggestive shape and the child's imagination will begin to work. There are two forms of movement which will naturally appear. The first is a round and round motion, which we call "spot work." There is a broad field of suggestiveness here. Call the spot a ball, a marble, balloon, or soap bubble. A large brown spot with three small blue spots in the center gives us a bird's nest. From a group of three red spots draw some brown stems having them come together with a spot of green. Here we have made a bunch of

THE LITTLE ARTIST

cherries. A larger red spot with a brown, short stem is an apple; with a green stem, it can be a tomato. With the orange spot we think of the fruit, or with a green stem and a few grooved lines there is the pumpkin. The fruit and vegetable kingdom offers many suggestions as well as the flowers. The pussy willow brings the first thought of spring. Use a dark piece of paper, on which draw a brown line for the stem. On either side of the stem, at alternate points, put white spots, using black-board chalk. A touch of brown under each spot gives the effect of the downy pussy coming out of its winter sheath.

Children venture into the animal world too. These spots soon are given names, such as cats, dogs, sheep, horses. Ears, legs, and tails are added according to their observation of the object. The bunny has his long ears without a tail, while the chicken, duck, and birds must have their bills. No matter how crude may be the spot representing a body, another spot or circle or smaller dimension is put on top for the head. Arms and legs are represented by lines, and the little one is quite satisfied with the man drawn. Encourage this play; it will develop to better work ere long. The child's memory and imagination will begin to work as he illustrates in this form of drawing stories he has been told or experiences in his own life. He will always see the smoke coming out of an engine. He will not only draw a house, but through the house see the chairs, and they must be drawn on the outside of the house because in his mind he sees them vividly. As a child naturally grabs a crayon and bears on the paper heavily, it is

CHILDREN'S OCCUPATIONS

suggested that at the beginning a little instruction should be given as to the holding of the pencil, and freedom of wrist and arm movement. Give him objects to look at when possible that a true perception may be formed of the shapes.

Designs are easily created from spots. Suggest to the child that spots large and small be placed alternately in a row. In similar manner make other arrangements of spots combining two colors. Let the child originate groupings and shapes of spots representing borders. Let the child make his book fold and with his own ideas of spots and lines, he will be delighted that he has designed a book cover. The tulip is as simple a flower as any which can be developed into a conventional spot design. Gifts for Christmas, such as calendars and blotters, give an opportunity for decorations of this kind. The holly berry is the small red spot and an irregular larger spot of green, the leaf. With a little help from Mother, the child is encouraged to create.

BACK AND FORTH RUBBING

THE second form of movement which naturally appears with the child is what is spoken of as back and forth rubbing in horizontal lines. This should be developed so that eventually an even coloring of a piece of paper can be done with one color. A blue paper suggests a sky, a green paper may be the grass, and by using brown it may represent the ground or a rug for the doll-house. There are many things that can be done with a plain piece of crayoned paper. It can be folded for the book cover, or it can be made into a box which, by



FIRST STEPS WITH CRAYONS

THE LITTLE ARTIST

putting a handle on it, makes a basket for May Day. Cardboard patterns of fruit or animals may be placed on this crayoned paper. Draw around, making an outline which is cut out afterward. The heart shape would suggest material for Valentine's Day. Leaves of different trees should be gathered and outlined in the same manner. Autumn coloring can be introduced to make a variety. This is also a means of studying trees and pointing out their differences. In the center of a piece of cardboard, cut out any desired shape. Put this upon a piece of white paper and let the child rub in the design. This is called stenciling, and is very simple and interesting work to do. Do not forget to save old magazines and picture books, because every child takes pleasure in illuminating or coloring the pictures. This is a splendid occupation on the train, so when starting on a journey put a box of crayons in your traveling-bag.

LANDSCAPE

FROM this rubbing movement we come to a second step, that of working out landscapes. From the top of the paper, working toward the center, use a blue crayon, rubbing smoothly with long free-arm movement, back and forth. Beginning at the lower edge of the paper, in like manner rub in green. As you come up to the blue crayoning, bear on a little heavier, making a horizon line of irregular rubbing. This gives the effect of trees and shrubbery in the distance. As this work is so free hand, no two pictures will be alike, which makes the occupation very interesting to all ages. A few strokes of brown here and there throughout the horizon suggest

CHILDREN'S OCCUPATIONS

shadow and trunks of trees. In another picture, try making the outline of a house in the distance. With gentle rubbing of black, let some smoke come from the chimney. Use a little brown, yellow, orange, with green in the foreground. Also from the horizon upwards throughout the blue sky, blend in soft colors seen in the sunsets. These touches bring warmth and life to the simple picture. As the use of the crayons in blending of colors and free rubbing becomes easier to the little artist, more elaborate pictures can be undertaken, such as are suggested in the illustrations. A snow scene is easily worked out on dark paper, using white chalk to represent snow. Also a representation of night is pictured here with the yellow moon rising behind buildings, casting pale yellow rays across the country. Do not forget the heavy shadows which it causes beside the buildings, and in front of the trees which reflect in water. Children delight in illustrations of water, seashore, rocks, lighthouses. Always put a few strokes of dark on the horizon to represent a boat, and do not forget the smoke coming out of the smokestacks. Rocks should have jagged points with heavy shadows, and from the lighthouse yellow rays should be streaming from its windows in different directions, representing its lights along the coast. A seagull flies overhead. Starting from a given point and drawing lines which curve upward in opposite directions will give you a picture of a bird on the wing. Several drawn near together give the effect of a flock of birds. After a little practice, a child can introduce birds into his picture very nicely.

In a distant meadow you may see a field of butter-



“WHERE GO THE BOATS” (*Stevenson*)



BY THE SEA
ILLUSTRATING WITH CRAYONS

THE LITTLE ARTIST

cups and daisies. These can be represented by a mass of yellow rubbed on irregularly, leaving white spaces here and there to represent daisies. Never attempt too much detail in free-hand work. A touch of purple at a horizon gives the effect of still more distance. Remember, all this work is done in free-hand rubbing either with short or long strokes.

If it is difficult to sketch from nature, copying is the alternative. Most exquisite suggestions of landscape can be found on Christmas, Easter, and Birthday cards. These are tiny, but copies of them will make pretty decorations for calendars, dinner cards, and souvenirs. Choose a simple picture which your little daughter can copy, and she will be delighted that she has shared in the preparation of her Birthday Party. Above all, never forget to call children's attention to coloring in nature, sunsets, and birds and flowers.

CHALK

If a child is fortunate enough to have a blackboard in his play-room, chalk may be used in the same ways as suggested above for crayons. The standard colors in chalk can be purchased at school supply stores. There is dust to chalk work as well as soiling of clothes and hands, so prepare the room and child's attire for such play. More elaborate blackboard illustration work requires skill, practice, and mature fingers. Children delight in watching a picture grow from the hands of mother or teacher, and one who is at all gifted should develop his talent. There are a few books published on Blackboard Sketching, which would be of assistance to

CHILDREN'S OCCUPATIONS

the reader. The simplest and most direct instruction may be found in "Blackboard Sketching," by Frederick Whitney.

WATER-COLORS

As the child becomes acquainted with his crayons and has learned to appreciate the pleasures of drawing, the next step is to help him enjoy the paint-brush. It is said that children with poor motor control can get results more easily with the brush than with crayons. However that may be, crayoning and painting go side by side in developing the child's sense of the beautiful as well as perfecting skill with the hands. Children are fond of color, and psychologists say that the development of character has been effected through the careful study of bright colors.

Little folks should know the primary colors, red, yellow, and blue. The blending of these colors has produced the secondary colors. Here, then, one must begin the discussion of the rainbow in all its beauty. Let him find the six predominating colors, red, orange, yellow, green, blue, and purple. Now he is anxious to try his ability; but he must first learn to use his brush and take one color at a time.

MATERIALS

WATER-COLORS come in several forms. The paint-box is the most common way of buying them. These come in many sizes with different qualities of paints and brushes. The box which contains the six standard colors with sepia and black added, is sufficient for any



FIRST STEPS IN WATER-COLORS

THE LITTLE ARTIST

one to use. Paint also comes in tubes. If using this kind, take out just enough for present use, mixing it with water according to strength of color needed. This is a good quality of paint and is guaranteed not to harden. There is a liquid paint which comes in glass jars which also should be diluted with water. Paper for painting should have a slightly rough surface.

The best brush for a child to begin with is a Japanese school brush. It is of fairly good size, holds the paint, makes a good point, and is splendid for the large, simple washes. A smaller camel's-hair brush is used when lines and finer detailed work are desired.

All these materials can be found in art stores, children's department of general stores, and school supply stores.

WASHES

THE first result to be obtained is an ability to make a good even wash of color. Fill the brush with paint, hold it lightly, and make a free stroke across the paper from left to right with one wash. Raise the brush from the paper, beginning again at the left side, and pass freely and quickly across to the right. Overlap slightly the first stroke, thus avoiding hard lines. Continue this process until the paper is entirely covered. Never go back to fill in or go over the surface a second time while it is wet, as it would cause streaks and blotches. Avoid the scrubbing motion at this time. With perseverance the child is able to improve, getting splendid results. When the paper is dry, take cardboard patterns, draw outlines of fruits or animals on the painted paper in

CHILDREN'S OCCUPATIONS

the same manner as was described when using crayons. Cut these out and paste them on mounting or construction paper.

Another way of using the one-wash paper would be to consider it as representing the sky. Cut a yellow circle from another piece of paper. Paste this on the sky to illustrate either the sun or the moon.

With this first experience of painting with one color the child will want to color articles he has made, such as boxes and toys. He will want to color pictures in books and magazines. Painting-books for just this purpose have been published in large numbers and afford amusement by the hour for the little ones.

One of the most successful ways of procuring an even, one-color wash is first to wet the entire paper with clear water. Now pass the color over the paper in the same manner as before described.

LANDSCAPES

To get a landscape with one color, wet the paper and then at different places drop on the color to be used. Let the color flow by tipping the paper this way and that, sometimes directing it to procure a horizontal line. Remarkable clouds can be made in this way. Very beautiful landscapes have been created just by this chance floating of paint. Sepia is suggested for this work.

Results with two colors give the first idea of landscape true to nature. Wash halfway down the paper with blue; then wash from lower edge up toward the center with green. When the blue is nearly dry, take a brush full of stronger green and pass through the horizon,



NIGHT SCENES IN WATER-COLORS

THE LITTLE ARTIST

letting the green blend into the blue irregularly. This will produce the effect of trees against the sky-line. In the illustration three washes were used. The yellow wash in the foreground represents sand. In going from one color to another, the brush must be cleaned; otherwise the painting will have a muddy appearance. When letting one or more colors flow through water, be sure that the surface of the paper is clean before putting on colors. When water is put on the surface at first, let the paper dry a little before applying colors; then the paints will not run too much.

To make a night scene, as is illustrated in the "Three Wise Men," make a good wash of blue sky and brown earth. Just a bit of green is suggested through the brown. When nearly dry, put a wash of black over the entire paper. Let this dry and, with clean brush of black, accentuate the horizon, thus suggesting the "little town of Bethlehem" in the distance. Three tiny touches of black paint make the camels. The star is scratched in afterwards. A gold star could be pasted on by the child more easily.

In the moonlight scene the moon is painted with its yellow rays first, and the sky is worked in around it as was described in the former picture. When the sky is dry, the city buildings are outlined and painted in with black.

Beautiful effects with blending of two colors can be worked out if a clean brush is used when a new color is washed directly over another color which is slightly dry. Suggestive colors to try would be blue over red, red over yellow, yellow over blue.

CHILDREN'S OCCUPATIONS

FLOATING COLORS

THE fascinating stained glass found in church windows can be produced with paints by the process of floating colors. Have the paper wet. With a clean, full brush each time splash or drop several colors here and there on the paper. Move the paper about, letting the colors float into each other just enough to blend and mix without becoming muddy. Set this aside to dry and, in the meantime, take silhouette or black paper to make a church window. With ruler and pencil design on the wrong side of the paper the shape of windows which the child has seen in his own church. In the illustration is seen a group of three windows. When this is cut out paste it on to the painted paper and then cut around the window. Mount this on a heavy light-colored card. Children are delighted with the pretty colors, as they never float twice alike, always changing until the paper dries. Many other things may be cut from paper with the floating colors. The illustration shows a row of Japanese lanterns pasted on a heavier paper. With black paint brush in posts. Paint a black string across from post to post and a black string down from this to meet each lantern. Larger lanterns may be cut and folded for decorations. Candy boxes, too, can be folded from this paper and are very attractive.

SPOTTING

THERE are three ways of getting spot effects with painting. First, rub the brush round and round, making large spots suggestive of fruits and vegetables. Simply pressing the brush down once gives another effect which may



EXAMPLES OF FLOATING COLORS

THE LITTLE ARTIST

be applied to petals of flowers like the daisy or small leaves. The third type of dots are still smaller and are made with the point of a brush.

Usually from a child's point of view the large spots represent shapes, while the brush full of paint pressed down makes the leaves.

From the spots, designing in conventional patterns can be developed. Ask for a row of spots, spots of different sizes, and spots connected with lines. The illustration here of the flower pot shows the conventional spotting while the wall-paper combines conventionality with the flowers. An especially clever child can, in this manner, design the wall-paper in the rooms of her own little doll-house.

Stenciling in its simplest form can be done by children with their paints. For tools select different sizes of sticks of wood evenly cut at one end, either square or oblong in shape. Cork stopples of different sizes, which are round or may be cut in oval shape, must be collected. Have the paper dry. Press the end of the stick or stopple into fairly thick paint and stamp on the paper. Thought must be given to the arrangement of spots or design before beginning the work. It takes practice to stamp on the color evenly and in regular formation. This work is very effective for book covers, scrapbooks, and anywhere that application of a border is desired.

CLAY MODELING

HISTORY of prehistoric man tells us that his existence depended upon what he could accomplish for himself with his hands. Psychologists of to-day are agreed that

CHILDREN'S OCCUPATIONS

the development of mind and hand go together in the training of the best type of man. Therefore, through the experience of the ages it has been proved that the fundamental instrument in child education is the hand.

We have seen the use and value of many interesting phases in the foregoing chapters, but the occupation which develops down to the sensitive finger-tips is clay modeling. Primitive man found out its value when he realized he could make his home and utensils of clay. Then the enduring character of the utensil called for more careful workmanship; so designs were imprinted upon it; lines depicted a story or records of events to be preserved. The hot sun of the Orient taught him that clay could be baked, thus making it imperishable, which experience has been used and perfected to the present day. This discovery brought great progress in the world's industries and education.

As civilization developed, clay remained one of the best mediums of expression. This is noted in the wonderful Greek sculpture. We can conclude, therefore, that modeling in clay prepares the muscles for delicate use. It leads to beauty of form and accuracy, which mean the well-trained eye. One must have patience, carefulness, and neatness, all of which are beneficial to a child's growth.

From time immemorial making and baking of mud pies have been the joy of every child. By the seashore he has reveled in making his castle, forts, and canals with sand. Sand, however, lacks coherence and durability and satisfies only for the time being. Clay, which

THE LITTLE ARTIST

is but an ugly lump of gray, soon fascinates the child as it takes form under his hands. At first the crude shape with four legs is called a horse or a dog, and for some time his imagination deals kindly with him. Then comes another stage when he is not satisfied; something is not right. He soon feels the need of encouragement. The time has now come for the discussion of pictures and models and for more technical and accurate work. From this point on there is rapid development.

MATERIAL

CLAY can be purchased in two forms. From potteries where stone jugs and crocks are made it can be procured in its moist condition, ready for use. It comes also in the form of powder in five-pound packages, and is to be had from school supply firms. This has to be mixed with water to the right consistency, and then moulded into loaves like bread. There are substitutes for clay on the market which are desirable and easily handled. Plasteline is always ready for use. It is soft, plastic, and remains so. It can be left standing any length of time, and can be worked over again if desired. Plasticine resembles plasteline in consistency, and both of these materials come in many colors. It is the purpose of this writing, however, to tell and illustrate what can be done with ordinary clay, for this work hardens and remains for all time.

CARE OF CLAY

CLAY should be kept in a covered galvanized pail. If a heavy cloth like canvas is kept damp and wrapped

CHILDREN'S OCCUPATIONS

around the clay, it will keep moist and in a workable condition for many weeks. When clay becomes too hard for use, break it up in small pieces with a hammer. Put it into a bag and place it in water until the clay has absorbed enough moisture. Then it can be again moulded into shape.

In working with clay, remember that it is clean even though it may stick to the hands. It will soon turn to powder on the fingers, and by clapping the hands together a good deal of it is removed. If clay is used extensively, the skin of the hands may seem a little dry; therefore, after removing all clay rub into the pores a little glycerine or any form of cold cream.

Prepare a table by covering it with oilcloth turned over on the wrong side. Clay is more easily taken up from this rougher surface. Modeling in its primary sense is done with fingers and hands alone, yet a wooden skewer comes in as a helping tool. To cut off a piece from a large mould, take a piece of string and holding it taut between the hands, press it down through the mould. This cuts like a slice of bread. Give a child a small piece at a time because, while held in the hand, moisture soon leaves it and it becomes unworkable.

USE OF CLAY

A NEW occupation has come to the child. Let him play freely, finding out its qualifications and possibilities. He will pound it, roll it, pinch and press it. The child's curiosity as to the feel of the clay must first be satisfied. Encourage him to make something; it may be a cookie, or if he makes a hole in the middle, it will be a doughnut.



CLAY-MODELING

THE LITTLE ARTIST

He may roll a piece that will be called a banana, Father's cigar, or Mother's rolling pin. Then comes a little ball which he can call a marble.

CHAINS

LET the child make many little balls, placing them in a row. These will suggest beads and he will want to put them together. Take heavy linen or shoe-button thread and with a coarse needle string them while they are moist. String a piece of paper, then a bead, and so on alternately. This will keep the beads from adhering to each other while drying. After they are strung, move them around occasionally that they may keep free to slide on the thread. After twenty-four or thirty-six hours they will have become thoroughly dry and the paper can be torn away from between them. Fasten one end of the string to a wire or nail from which it can hang. Now hold on to the other end and, as they swing, paint them with water-color paints. Use as little water as possible with the paint, as otherwise they will become streaked and will need several coats of color. As one color dries another color can be used over to give Oriental or Indian effects. When the paint is sufficiently dry, white shellac can be applied, not only to preserve them, but to give a luster to the beads. Use a bristle brush for shellac and when not in use keep it in denatured alcohol. Until dry the shellac is sticky, so care must be used in keeping the beads still hung up, moving them free from each other. This is, however, a short process and they are soon dry enough to be left to harden. The illustrations give varied ideas of clay

CHILDREN'S OCCUPATIONS

bead chains which have all been through the described process of making. Different shapes other than the round ball can be introduced with effectiveness. Children are equal to this work with some supervision and will take great pride in the finished finery.

CLAY ARTICLES

THE simple ball may become an oval in shape which may be called a bird's egg. After several of these have been moulded, a bird's nest will need to be made. Balls and eggs have been made by the rolling round and round in the palm of the hand, but the fingers must come into play in making more difficult objects. From a lump of clay, press down in the center, continually working to make the hollow of the nest. The outside of a nest has a rougher appearance, but it must have the round effect of the weaving of straw and hair of the real nest. A few strokes with the wooden skewer will give the desired results. A bird can be made to sit on the nest. From another lump of clay, mould the oval body, stretching it out at one end to make the head. Pinch a little bill out from the clay head. The tail, if short, may be moulded from the same piece of clay; but if it is a long tail the clay should be flattened and made wedge-shaped at one end. The tail is then pressed on the body. Sometimes a toothpick is useful here. Stick half into the body and half into the tail and work the clay over it, blending all together like one piece. In all figures keep smoothing clay with the end of the thumb or forefinger that no humps or cracks remain, for in the drying it might crack and get out of shape. Children cling to



CLAY BEADS

THE LITTLE ARTIST

the animal world in their visions and hours of play. Much can be learned of animals, their habits and shapes, by moulding these forms. Perhaps the circus has been visited and a clay menagerie is desired at home. The elephant must show his big flappy ears, his long trunk, and his beautiful ivory tusks. Many animals, like the dog, cat, or bunny, are living models in the home of the child to be observed and reproduced in this play. Small sticks are used in making legs that are attached to the body. They are, of course, hidden in the clay and yet they give much support and poise to the finished product. Articles of usefulness can be made, too, not forgetting that they can be given as Christmas presents. There are the bowls, ash trays, and candlesticks. In the curved handle of the candlestick or in similar places where the curve needs support, a piece of wire can be introduced through the clay and treated as the sticks of wood in other pieces. The clock illustrates once more the fascination of the timepiece to all children. The fruits, too, are such familiar objects that it is easy for them to mould an apple, pear, or orange. They are simple to form in clay. Take a lump of clay and form a smooth ball making an indentation at the top and bottom for an apple. The pear will be slightly elongated and narrowed at the top. A separate leaf and stem attached completes the imitation of nature. Use of paint and shellac gives added pleasure and interest to all this work.

TILES

THE making of tiles or plaques is another form of clay modeling. It may illustrate a story the child has heard

CHILDREN'S OCCUPATIONS

or a picture he wishes to copy or yet again some fanciful idea in his mind. It gives expression of the imagination in picture rather than in words. Cut and smooth out with a wooden clay knife or skewer a piece of clay four or five inches square, and a half-inch in thickness. It is well first to draw on paper a pattern of desired illustration or design, then with the pointed end of the skewer copy it in outline on the tile. You will then be better able to see just how and where to place clay. Take small pieces of clay, flatten out to shape of pattern, and press on the tile within the given outline. With fingers, smooth around the edges so that soon it will look as though it was a part of the tile in bas-relief. Another way of treating the tile is to outline the form on the tile as before; this time cut or chisel away from the design, leaving it raised in bas-relief. This work, however, would be for the more advanced student who has passed through the simpler stages.

Children enjoy taking leaves of trees or shrubbery and spreading them on a moist clay tile. Press the leaf gently upon it over its entire shape, and there in all its detail of veins it will appear beautifully imprinted upon the clay. Now around the outline of the clay leaf, press away with the fingers some of the tile, leaving the design to stand out by itself. As is seen in the illustrations, the subjects for this work have a wide range. Here is the black cat, a goose, three little bunnies; perhaps they are Flopsie, Mopsie, and Cottontail having a discussion concerning the antics of Peter Rabbit. There is a wonderful cow, a dainty butterfly, and a basket of fruit. The soldier on his fine steed recalls the story of the knight



TILES IN CLAY

THE LITTLE ARTIST

coming in search of the good child. The Dutch girl is a familiar figure, for we see her in the well-known advertisement for Dutch Cleanser. The gorgeous peacock displays his tail feathers and the little girl is seen picking her flowers. Painting these tiles and articles gives the realistic interpretation, and the coat of shellac over all preserves color and form.

Perhaps some of these things may seem beyond the child's ability; but there is much he can do through interest, perseverance, and gradual development. He will soon want to do the part he has been assisted in, and surprising results will follow. Where the older child has made a bowl or vase for flowers and it is to be so used, it will be necessary to use enamel paint and have it fired in a kiln as is all china and pottery that is made for service. That is a more advanced step in the art of modeling and requires further study. Water-color paints and white shellac are sufficient to use with the little children. Throughout the fascinating development of clay modeling our first idea must not be forgotten, which is, that it stands for great educational value in the building-up of the child's mind and trains his sense of touch to a great degree.

In all branches of work and play, let the boys and girls work out ideas for themselves when they can; let us guide them when they turn to us for advice and find our happiness in Froebel's motto, "Come, let us live with our children."

IV

USE OF NATURE MATERIALS

THE inborn love of nature and a desire to get close to it, turn our first thoughts to suggestions for the little child as he plays among the pretty flowers, picks up round pebbles by the roadside or attractive shells at the seashore. The touching of things leads to the play with things. Thus the collecting instinct is first portrayed and should be encouraged.

CHAINS

As you sit under the trees with your sewing, be sure you have brought with you a strong linen thread and a coarse needle. At almost any time of the year materials for chains are to be found. In the fall of the year comes the large variety of seeds and berries. There is much fun in stringing them into a chain. Talk with the child about the colors or arrangement of these on the chain. This calls forth originality. The rose seeds, or rose hips, as they are sometimes called, may be gathered in abundance by the roadside from the wild rose bush. These make a brilliant red necklace. The combination of squash and watermelon seeds makes a chain in black and white contrast. The fun of counting the seeds is good mathematical exercise, saying, "Two black, one white," repeating over and over again as they are strung. These seeds, as well as corn and peas, can be

USE OF NATURE MATERIALS

dried and kept for the winter days when storms bring shut-in hours for the little folks. Acorns and horse-chestnuts make heavier chains and a little harder to string, but still it is all good fun. When the festival days draw near the youngest of the family can help prepare the decorations. Popcorn and cranberries strung, either separately or together, make a bright spot on the Christmas-tree. Straw cut into inch lengths combined with a seed or berry is attractive. Macaroni may be used in the same way. Break it into inch lengths. With water-colors paint some pieces blue and some red. In stringing these be sure to put the pieces on each time in the same order: red, white, and blue. This makes a patriotic chain. Squash seeds take the water-color paint very well, so one can make colored chains with them.

Dandelion stem chains are fun to make. Break off the flower head. Now put the small end of the stem, which is nearest the flower, inside the other end. This makes a link. Slip another stem through this link and join the ends in the same manner. Continue until the desired length, then join the two ends of the chain by linking them together with another stem.

Pine needle chain: If you are in the woods near a pine tree, stop long enough to gather tufts of pine needles. Take one cluster and carefully remove all the needles save one. Bend this one over and slip the point into the little pocket made vacant by removing the others. This is the unit link in which is slipped the next needle, and so on until the chain is finished, as in the dandelion chain. On the last link a red berry can be placed as a sort of pendant.

CHILDREN'S OCCUPATIONS

Noted in the chains illustrated are interesting combinations of seeds. The acorn chains are heavy but symmetrical and rich looking. The purple seeds are from the muskmelon and dipped in purple ink. These are combined with small rose hips. The hemlock cones have barberry berries with them, while the black and orange chain are colored berries picked up from under shrubbery in the parkway. Job's tears combined with seeds from the pod of a linden-tree make a chain, soft in colors and attractive to wear. When dry, the bitter-sweet berries burst into lovely shapes. These combined with rose hips make a dainty chain.

Children enjoy painting squash seeds and these in black and yellow suggest the Hallowe'en festivities. The chain resembling coral is nothing more than hundreds of muskmelon seeds strung through the middle and dipped in red ink. It is lovely enough to grace any gown.

LEAVES

NEXT to the flowers and seeds come the leaves, fascinating in their varied shapes and colorings. Children delight in decorating themselves with wreaths on their heads or about their necks. These are made by pinning leaves together with green stems or twigs. Picture frames may also be made. Different combinations of sizes, shapes, and shades of leaves suggest a great variety of design and construction. Little folks may be kept busy and contented a long time by playing tea party under the trees. Make a tablecloth by pinning leaves together in a solid square; use one leaf for a napkin and set the table with acorn cups. Pretty plates and baskets can be

USE OF NATURE MATERIALS

made from the burrs of the burdock plant. The adhesive propensities of these little prickly balls offer opportunities for almost any shape. Two remarkable examples of the use of burrs are illustrated here: one of the little dog with the perky turn of the head and the other one a stately camel.

CONSTRUCTION WORK WITH DRIED PEAS

TAKE a small quantity of dried peas and soak them overnight. Remove them from the water a little while before using and you will find they will be soft enough to pierce with a needle. A form of constructive play may be developed by straightening a wire hairpin and placing peas on in a row. This develops the child's ability to count. Now bring a supply of wooden toothpicks with which to build. More pleasure is gained by developing slowly, so pierce one pea with a toothpick, allowing the child's imagination to guess what it resembles. It may look like a hatpin or a cane. Place a pea on the other end of the toothpick and then it may look like a dumb-bell with which Father takes his morning exercise, or it may be a rolling pin which Mother uses when making cookies. At right angles from each of these put toothpicks in the same direction and then two more perpendicularly from the same two peas at another right angle. At the ends of these four toothpicks attach more peas, join with more picks until a skeleton cube is made. Once this first form is made there is no end of designs and building which can be developed. Try to make a chair, table, house, chicken coop, barn, and so on. Notice the wonderful aeroplane, the gunboat, a man

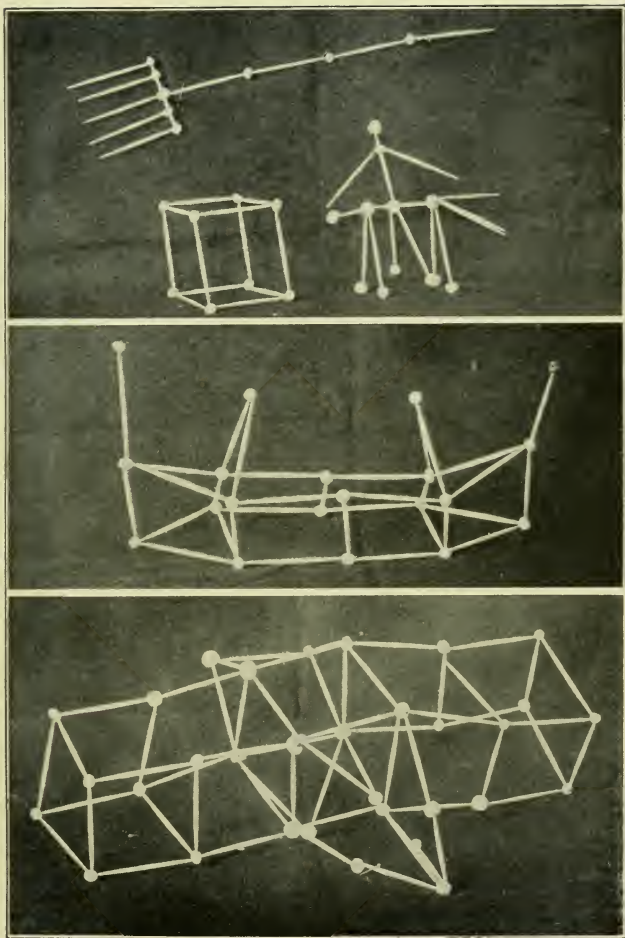
CHILDREN'S OCCUPATIONS

riding a horse, and the farmer's pitchfork. All phases of life interests can be suggested in this play. Flatwork suggests stars, snowflakes, and all forms of geometric designs. Note illustrations.

VEGETABLE TOYS AND DOLLS

IN getting the potatoes for dinner, unusual shapes are found which may be evolved into suggestive forms. Again use toothpicks or wooden skewers for legs and you will soon have a wonderful menagerie. Just before making the lemon pie, see if the boy can imagine a pig made from the lemon. From the orange peel try to fashion a boat. Pin a toothpick through a piece of paper, stick this into the peel and a sailboat is completed. From the stone of a peach which has been dried, a little basket can be whittled. Making the pointed end of the stone the top, cut down on each side nearly halfway. Remove the inner nut and you will see you have made the handle. This cutting takes time and patience, and is too difficult for a child to do; but the toy made by Father or Big Brother will be highly treasured. The little girl will put it on a ribbon and hang it round her neck. By digging out the inside of a horse-chestnut and putting in through the side a wooden skewer, a play pipe is made, which especially pleases the little boy.

Corn husks should not be hastily discarded, as from these wonderful dolls may be made to the delight of every boy and girl. Wrap the green husk around a bunch of the brown silk which flows out as hair. About two inches down, tie with a stout thread or string, tightly drawing in a neck which also forms the head. With



CONSTRUCTION WORK WITH TOOTHPICKS AND PEAS

USE OF NATURE MATERIALS

scissors cut the green husk up a short way on both sides. This makes the arms. With more string tie inside these cuttings, thus forming the waist line. A few strokes with crayon or pen make the face and a doll has come to life. More time may be spent to complete this creation, but this is the simple transformation.

In the illustration note the Indian warrior made of husks. Small hens' feathers complete the headdress. The simplest of all dolls is the one made of hay. Surely a child should not want for a plaything so simple as this. Take a bunch of dried grass, arranging it so that the stems lie the same way. With string tie the bunch a short way from the top to make the head. Take spears from each side, cutting off a correct length to tie for arms. Bind in the waist line and lower down divide in halves, tying again to make the legs.

Seen in the picture is an acorn doll. The acorns are pierced with a sharp point and strung on stout string. The same kind of doll is made with peanuts. The top nut being the head, use ink here to make the features of the face. Nuts strung in this fashion, leaving a long end of string at the top of the head, are loose-jointed, so that, to the delight of your baby, the doll dances and hops around. The acorn especially is a practical toy for the youngest child, as there is no harm done if he puts it into his mouth.

Notice the brownie boy made of a sweet potato. He has a feather in his head which resembles a cap. The bird is also made from a sweet potato. He has twigs for his feet, black pins for his beady eyes, and a feather for his tail. The white potato cat almost speaks to us: A

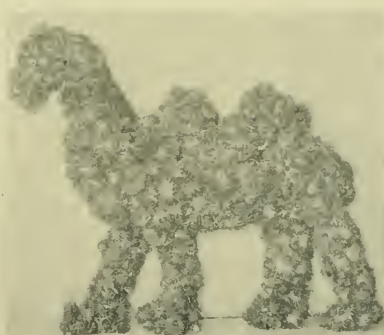
CHILDREN'S OCCUPATIONS

small potato is joined to a larger potato with toothpicks to make the head. His face is drawn with ink, his whiskers are small pieces from the whisk broom, while the pink bow around his neck adds the finishing touch. The turnip man also shows great possibilities in this vegetable. The small turnip was placed upside down for the head, so that the fibrous root could be tied with a bow and wave in the air like a queue.

Other vegetables, such as the radish or carrot, may become dolls too. On a wooden skewer place a rosy radish. Leave a little of its green on top, and tie around the bottom some leaves or grass, thus forming a dress. Mark a face on the red cheeks and I'm sure another doll will smile at his little playmates.

A special surprise for a fitting occasion would be the fig doll. It is not only good to look at, but good to eat. On a toothpick put first the broad side of a fig. This is the body. Next put on a marshmallow, which is the head, and on top place another fig the narrow way, which will be the tam-o'-shanter. On four other toothpicks place a row of raisins leaving room to pierce the other end into the fig body, where the two arms and two legs should go. With a small quantity of melted chocolate on the end of a toothpick draw the features of the face on the marshmallow. Whole cloves may be placed down the front of the body to represent buttons of his coat.

As before mentioned, the collecting instinct is so strong in children that when they so desire they should be given their freedom to enjoy it. Because of the large variety of specimens, special places and boxes should be arranged for them, thus causing little confusion to



NATURE TOYS

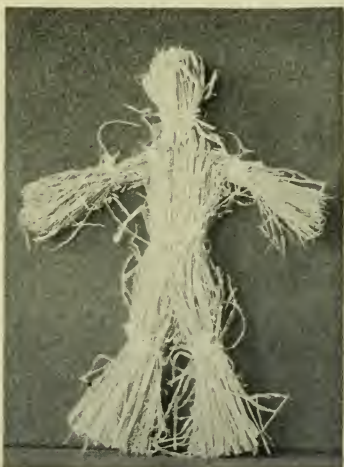
USE OF NATURE MATERIALS

the household and giving great delight to the child. Much of this material will serve as amusement on rainy days and the actual collecting is surely educational. Nature produces many things for the children to collect. There are the flowers and leaves to press, also the sea moss which can be washed, dried, and pressed. The Irish moss is, of course, edible and may be kept for years. There are small stones, seashells, seeds of every kind, acorn cups, nuts, pods, pine cones, and last year's birds' nests. Perhaps a new house is being built near by where many small pieces of wood have been thrown aside. These should be collected and would mean hours of play and pleasure from the baby just beginning to notice things, to the little man who wants to build an engine house. With a jackknife, the rough edges may be smoothed down, so that no splinters shall be found to cause trouble.

A child likes to dig, and unless a special place is given him some treasured plant may happen to fall victim to the ruthless energies of youth. The diminutive garden tools are easily obtainable. An old iron spoon is a favorite tool, while from a shingle may be whittled a spade. By the seashore a clamshell is the nearest implement at hand. Let the boy or girl have a corner of the vegetable garden, that he may plant his own beans, watch them grow, gather and then eat them. A flower bed, too, is a source of great delight. There is always a little pride in caring for one's possessions. This note of responsibility may need to be encouraged by Mother; but once instilled in youth, it may be the greatest force in after years for a successful life.

CHILDREN'S OCCUPATIONS

The great resources in Nature's world for play and education, for youth as well as adult life, are so extensive and manifold that these seem but few suggestions. Every season brings its charm, and we have but to use our eyes and hands and the mind is soon occupied. Outstanding in my mind is one play which filled hours and hours of my out-of-door life. It was the making of villages under the trees in the orchard of the old home-
stead I used to visit. The ground was rich and soft and much material seemed near at hand. By taking empty spools I rolled out street after street, delighting in the cunning little tracks they made. I collected pebbles to make stone walls, and pieces of wood to represent houses and buildings of all kinds. There were small branches for trees and shrubbery with which to lay out parks, while a dish of water, surrounded and packed in with earth, became my pond. When my town was built and streets named after those of my own town, I would play go to ride on the spool. I would roll it up this street, down that avenue, stop to see a friend or call on Auntie, until only the dinner call made me realize another happy morning had gone by. Perhaps a shower came up, or a hen in her strolling found a good place to scratch, so the town fell! That, however, never daunted me, because I knew I would have the fun of building another.



NATURE DOLLS

V

LITTLE FARMERS

“O the green things growing, the green things growing,
The faint sweet smell of green things growing!
I should like to live, whether I smile or grieve,
Just to watch the happy life of green things growing.”

FROM our observation of human life we learn that there is nothing so fascinating, so interesting, beautiful, and miraculous to the people of the world as Nature. The desire or longing to get closer to it is revealed in our love of gardening. This love of gardening we find instinctive in childhood. To prove this, one has only to observe a child playing in the mud, dirt, or sand. It is as if Dame Earth, with her wonderful lesson of Nature, were drawing the child to her in loving playfulness to whisper low the sweet lessons to be learned in planting a seed and watching the wonderful unfolding of life.

The little child has a right to dig in the earth, plant a seed, and watch the results. He should be given a portion of the yard or a corner of the home garden to call his own. If the child lives in a home without surrounding grounds, perhaps he could plant a little garden near by in a vacant lot, or if he happens to live in the crowded section of the city he may be able to obtain a box from a grocery store, and fill it with earth in which he may plant his seeds. The mother can easily adapt herself to the living conditions and thus give to

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her child the kind of garden which she is able to obtain. If possible, the taking of a ride or walk into the country gives him an opportunity to observe plant life about him. Let him notice where things grow, when they grow, and how they grow.

“A little rain and a little sun
And a little pearly dew,
And a pushing up and a reaching out,
Ah! that's the way the flowers grow,
Don't you know?”

Of all the children the wide world over, the ones who are blest with a home in the country are the most fortunate. There they have an opportunity to become acquainted with Nature first-hand.

When instructing a child in garden-making, it is best to guide him to find out things through his own efforts and experiences. This can be done by giving the right assistance, which will open the way to keep his interest and avoid discouragement. If the child learns to think about what he is doing and the manner of doing it, he will continue to reason and act through life on the same basis. In this garden project the children must be shown that we do not simply put seeds into the ground and then expect them to grow. We must show the children that it is necessary to know how to prepare the soil for the seeds, when to plant, to water, and to remove weeds. Discuss with the child the appropriate locations and why. If a place is selected where the sun does not shine all day, try for a place which has the morning sun rather than the afternoon sun. Flowers are like children who wake up early in the morning and will



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want to find the sun then. If one can have only a shady place for the garden, one can still have a pretty one of flowers which prefer the shade such as pansies, forget-me-nots, and lilies-of-the-valley. It also makes a great deal of difference to a plant whether it finds anything good to eat or not. Soil and water are the chief foods. In poor soil nasturtiums and mignonette can be grown, while in sandy soil the dahlias and poppies thrive. When planting the garden bed against a wall or fence, be sure to put the tallest plants at the back because it is enough for these to look over the heads of the shorter ones, but if instead the little ones are put at the back they cannot see anything or get any air or sunshine, for the tall plants take it all. The morning-glory is a quick-growing vine which spreads rapidly and blossoms profusely in the sunshine. Mother should help in advice as to choice of seeds according to conditions of the garden plot. Let the child mark off his garden and plant the seeds. Tell him how it is to be done, whether the seeds should be scattered or planted in rows, and the distance between each seed. The following rhyme may be learned at the planting time and convey with it some of the necessary directions for success:

“When the sun has gone away,
That’s the proper time of day.
If you plant the seed too deep,
Then the leaves may never peep.
Seeds four times their depth must go;
That is, if they are to grow.
Keep the ground stirred in your garden plot.
’T is better than too much watering-pot.”

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Another rhyme which helps one to remember when to plant vegetables which come later in the season runs as follows:

“Beans and cucumbers, melons, corn —
Don't plant these till the weather's warm;
Squash and tomato, pumpkin too,
Early sowing for these won't do.”

Here are some important teachings concerning the use of the watering-pot:

“This is the song of the watering-pot,
Don't use me when the sun is hot.
Wait until he has gone away.
Fill me with water at close of day.
Then soak your plants and soak again,
Soak and soak, till they think it's rain.
Soak till each root gets all it wants,
That's the way to water your plants.
Next morning loosen the earth on top,
So the moisture below will stop.
Then hang me up on a nail quite high,
Don't use me again till the soil is dry.”

In laying out the garden the use of a measuring-stick or a string for proper spacing will contribute much to the beauty of the garden as it grows. A little plan which gives joy to the beginner is simple if there is enough space. By means of a stick or hoe, write the little gardener's name in the carefully prepared soil bed. Then, following the curves of the name, sprinkle some seed such as lettuce. Cover these lightly with earth and pat. When the dainty little plants make their appearance, the green name on the earthy background is very much appreciated by the child. He will need to weed carefully by hand if he is to preserve the design, and then come

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the lesson in weeding. The child will soon learn the reason and will, early in the game, recognize the most common weeds. He must know that they should be pulled up because they take the strength from the little plants and use up the good substances of the soil which are really food for the plants. Vegetables and plants that climb must have sticks or poles or trellises placed beside them so they can twist, turn, and cling as they grow.

The hidden mysteries of planting and growing are sometimes too much for the child to understand and he has a great desire to pluck the plant, root and all, just to see how it grows. In such cases it would be wise for Mother to take a glass dish and fill it with wet moss. Put peas or beans in the moss which must be kept soaked with water. When the seeds first sprout show them to the child that he may see for himself. Daily, then, he is fascinated to watch the seed throw out its little plant, and he can thus understand that the same process is going on under the ground. As the earth has more food for the seed it will grow stronger and better there than on the moss, so let him now plant it in a pot of dirt or in the ground and wait patiently for it to grow.

If the child seems to want more botanical instruction it may be an excellent time to talk more scientifically. Take a plant that has been developed so that root, stem, leaf, flower, and perhaps partially developed seed are all visible, such as the string bean. Now explain how the plant grows, feeding through the root from the soil by means of numerous rootlets. Tell of the food and water that are required just as people need nourishment.

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Notice the alimentary system, or stems that convey the digested food to the leaves, flower, and seed. The leaves also do their part by absorbing from the air and rain more goodness. Study the general formation of the flower as a protection and provider for the seed pod and its precious contents, which will later reproduce the life of the plant after it has passed away. It would also be interesting to compare other means of plant propagation such as bulbs and root growths instead of seeds. The potato, turnip, and carrot illustrate vegetable roots, and tulips or lilies are examples of flower bulbs. For a house plant take a five-inch flower pot, fill it with an inch and a half depth of rich soil. On this set the brown bulb, covering it slightly with dirt. Put in a cool place in the cellar. In about two weeks the bulb will begin to push up. It must then be covered with a little more dirt, repeating the process as fast as the stalk comes up until the pot is nearly filled to the top. By the middle of January you can bring the pot to the light, putting it into a cool room, and spraying the foliage often. If Easter is getting near and you want to hurry the flower, bring it into a warm, sunny room. The Easter lily is one of the loveliest plants to grow. October is the usual time of planting bulbs. An Easter lily makes a lovely Christmas present, so by starting to work with the bulb in August the plant will be ready to bloom in December. Other bulbs may be used for window boxes in the home or schoolroom and children can easily take care of them. Chinese lily bulbs grow when embedded in a dish of pebbles and well supplied with water. The gathering of smooth, pretty pebbles is an occupation dear to every

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child, and here is an instance where they may be used to good purpose.

Talk with the child about the different ages of plants. Vegetables must be planted every spring and also many kinds of flowers. These are called annuals. There are, however, some flowering plants which live over another year which are called biennials, such as Canterbury bells and foxglove. Those which live on for a number of years are called perennials, for example, the sweet William and golden glow.

The child's interest may be very much increased by telling him stories about plants, gardens, and what the farmers do. More walks to the woods or visits to a farm will encourage him to go back to his own tasks. All children play with a great deal of earnestness, so why not direct their play to the making of a garden? With their little implements, such as spades, hoes, and rakes, they will play and work at the same time. Let the children make a game out of the weed pulling. The flowers can be lovely little fairies coming to see them, so they nurture them, but the weeds are the wicked fairies and are most undesirable. The boys might call them pirates who come to steal the riches of the sweet flower children.

In the experience of gardening the child learns the needs of the plants and this knowledge in turn he will apply to himself. It implants that love and appreciation for Nature which otherwise might die. It teaches the child to be patient, loving, and kind. The care which is needed to keep his garden neat and help plants to grow makes him realize the tremendous amount of care

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the farmers are compelled to exert in order that the world may have food. Emerson says: "The farmer represents the necessities of life. He bends to the order of the seasons, the weather, the soil, and the crops as the sails of the ships bend to the winds."

Once a child begins a garden do not let him neglect it. Let him know the harvest is coming, the gathering of fruits and vegetables or collecting seeds of flowers. Encourage community spirit among the little friends. If groups of children are working gardens it is desirable to have an exhibit. Rewards of a simple nature, such as new seeds or a new garden tool, might be offered as an incentive. To the older child comes the desire to sell goods. Neighbors and friends are always interested to see enthusiasm and are glad to encourage honest work. Traveling along in automobiles on the country roads, one is always delighted to find fresh vegetables and berries. The experience of "keeping store" gives children an insight into business methods and a sense of responsibility. It goes still further in its effect upon those about them in the family and community. An interest and coöperation are aroused as well as means of support. It creates an interest in the appearance of the front lawn and back yard, and, best of all, the child is brought to realize that all of the best and greatest things in life are obtained only by constant toil, effort, and care.

SCHOOL GARDENS

By Jeannette Stephenson

OVER two hundred years ago Comenius, a noted educator, said: "A garden should be connected with every

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school, where children can at times gaze upon trees, flowers, and herbs, and be taught to enjoy them."

And to-day educators are coming to realize that the garden is an important part of the school curriculum.

If a garden is to be of the greatest possible benefit to the children, work on it should begin in September.

In a school of thirty-six children, from six to eight years of age, the following plan in regard to the making of the school garden was carried out: A strip of land 2 feet deep was divided into eighteen little beds, each 4 feet broad; here vegetables were to be planted. Another strip of land $4\frac{1}{2}$ feet deep was divided into eighteen beds, each 3 feet broad, and this part was for the flowers.

The borders of these beds were made of small stones collected by the children. Then the beds were allotted, two children getting a flower and a vegetable garden between them for a year. And then the actual work began. The soil was prepared and bulbs were planted for the spring flowering.

During the winter a garden plan was made. This consisted of a drawing of the garden, which gave the exact location of all the vegetables and flowers and indicated the date on which they were to be sown. Then the planting was so arranged that the ground would be occupied by successive crops all through the growing season.

In making this plan the children became familiar with seed catalogues. They were very much interested in looking at the pictures of the flowers and vegetables which they were to plant in their gardens.

Let us consider some of the ways in which the garden

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may be directly connected with the subjects taken up in the curriculum.

What does the wind do for the garden? The wind helps to sow the seeds, and it blows the leaves over the roots of the flowers and so helps to keep them warm in the winter-time.

What does the rain do? It helps the plants to grow, and washes the dust from their leaves.

And the children will be very much interested to know that the birds help in the work of their garden by eating the little insects which would ruin the flowers and vegetables.

Then we may explain to the children that the welfare of the garden depends very much upon the earthworm. Recently I read of a child who was so afraid of these little creatures that the joy of caring for her garden was spoiled. One day the teacher told her how much the earthworm did for the flowers and vegetables. The next morning this child was observed trudging back and forth between her garden and a piece of ploughed land. Each time that she came back she was seen to put something on the ground. When she came into the schoolroom the teacher asked her what she had been doing, and her reply was, "Oh, I have been putting a lot of earthworms in my garden so that the flowers and vegetables will grow well."

Naturally we ask, "What does the child gain from his work in the garden?" He gains health and happiness, and "each hour spent in work in the garden means the opening of a fresh door for the child in the realms of science. Neither will this close the doors of art and lit-

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erature to him. Nature is still the great artist and the great poet. We have often made a dreary workshop of school for the children; let us now make it a beautiful place for them by connecting it with the wonderful life of nature."

VI VALUE OF PETS

The love of animals is inborn. The child that has no pets is to be pitied. (G. STANLEY HALL.)

PARENTS have their children upon whom to lavish their love and care; the children with this same nature instinct long for something other than toys, something that is alive, something that depends upon them for care. Therefore it is true that few boys or girls are really happy without a pet. Animals are far more sympathetic than toys that cannot move and have no life. Even if it is only a mongrel puppy, a lonely mud turtle, or scraggly fowl, the young owner thinks it is the most beautiful, intelligent, and affectionate creature in the world and loves it with his whole heart and soul. The baby wants to put his hand on the kitty's fur, stroke the dog's head, or pat the horse's nose. Even the rough child has in his make-up the love for animals. This love should be fostered, for if it is not cultivated, a great opportunity is lost and may never be regained. The child may develop the other side of his nature and so become very unkind and cruel. It was Cowper who said, "I would not enter on my list of friends (though graced with polished manners and fine sense, yet wanting sensibility) the man who needlessly sets foot upon a worm."

When your child wants a pet and you refuse him the privilege, you are doing him a great injustice. Perhaps

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if you realized the value of it all, you would think twice before deciding in the negative. It is instinctive for children to want pets to care for, and this companionship with animals helps them to be more gentle, considerate, and kind. It also teaches them a great deal about nature and natural history. No boy or girl, however, should have a pet if he or she is not willing to give it the intelligent care it needs and that it is entitled to have.

Birds must be fed regularly, the dog must be washed and kept in the house until thoroughly dried. If the kitten is stupid and dull, its little owner must see that its food is more carefully selected, that it does not have too much meat. Perhaps the kitty needs some catnip and pennies must be saved to buy this treat for the little pet. The playful puppy must be trained carefully not to run into the flower beds or be destructive with toys, shoes, or clothing.

Pets have another value in that their need of exercise calls forth the same activity from their little master. It gives an object of interest to take the listless girl or the absorbing bookworm boy out into the fresh air and sunshine. Through protection, nurture, and ownership of living things, responsibilities are best presented.

To keep and care for living things is most interesting and instructive and, if properly done, will prove a source of profit as well as of pleasure. But all too frequently pets are neglected or suffer greatly through ignorance of their wants or through the lack of proper preparation for their needs. Many pets are acquired accidentally; a wounded bird, a helpless nestling, or a stray cat or dog is found and carried home. No provision has been made

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for this unexpected addition to the household and the pet is placed in some empty cage or box. It is fed on anything and everything it will devour. Through overfeeding, improper shelter, too much handling, or lack of its natural food, the poor creature dies, and no knowledge of its wants or its proper care has been gained by the unfortunate experience. Before keeping any variety of pets one should study the requirements and the peculiarities of the various kinds; for only with knowledge can one judge intelligently of the best pet to adopt.

The kind of pet one decides to keep should depend very largely upon one's location, surroundings, tastes, and the purpose for which one intends to keep it. The city child must necessarily have animals and birds that have been bred for centuries in confinement, such as rabbits, small dogs, cage birds, cats, and goldfish. The child in the country is most fortunate, with the stable and farmyard containing domesticated animals which he can watch grow, feed, and pet. What joy when the family of kittens appear from the haymow or the brood of downy chickens gather around the proud hen. How true is the story of "Mary and her little lamb that followed her to school one day," when we talk with a little girl who really has a pet lambkin! There are the afternoon chores at the farm that no child should lose from his education. Go with the family dog to the pasture, calling the cows. Perhaps the horse and her colt must be led to the stable, and then what fun to gather the fresh eggs from the henhouse! All farmyard animals and fowls soon learn to know who is caring for them and who is kind and gentle, so the child will want to be the

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avored one. Give him all opportunity possible and he will take pride in whatever responsibilities are bestowed upon him.

Some animals and birds can be more easily made pets of than others. Some can be more fondled than others. Few species of birds will survive handling and usually have strong objections to being touched. Crows, jays, parrots, doves, however, bear a great deal and exhibit a large amount of affection for their owners. Such birds are very intelligent and are easily taught many tricks. Dogs, cats, guinea pigs, white rats, and many other creatures may be handled as much as one wishes without any apparent injury. Rabbits, however, though used frequently as real pets, do not thrive well if handled too much. Fish, turtles, and lizards make splendid pets and often show intelligence and affection.

We must not forget the mascots which have shown so much loyalty and service to their human comrades, such as the dogs, goats, cats, monkeys, who remain close to the crew of the ship on which they sail or the company of soldiers whether in camp, on the march, or in active battle.

Many a dog has carried a pouch of water to a fainting soldier or led the way for his rescue. The carrier pigeons have loyally flown on their trained course carrying a message which was tied to their legs and thereby saved many a life. Because of their alertness they can cover the ground under the heaviest shell fire and pass from one camp to another. In the great World War they were trained to give a warning whenever they scented the poisonous gas or heard the enemy creeping up.

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A large part of children's literature deals with stories of animal life. The old Jataka tales, fables, fairy stories, Mother Goose jingles, modern stories and poems, not only portray animal life, but put words of real moral worth into the mouths of these dumb creatures. The newspapers of to-day realize the great value of stories of this type for children, for in most daily papers one can find "Bed-Time Stories" in the Children's Column dealing with animal experiences. Stories of the animal world may be found in Volume I of this series.

It has been said that much can be learned about animals by visiting and studying in museums and zoological gardens, but for real education in responsibility and devotion no child can appreciate the true meaning unless he has a pet of his own. A child who has been brought up with a pet learns to look out for and care for animals, and for all things weaker than himself that need care and protection. Because of his great affection for his own pet his own life is enriched, and he comes to realize the true meaning of service, devotion, and sacrifice.

"I had a little kitty
And Lassie was her name;
I raised my hand to shake 'how-d-do,'
And she would do the same."

VII

THE LITTLE HOUSEKEEPER

OH, Mother, let me help too." How often we hear this request from a child and how frequently we find it is ignored or refused. The child's petition is prompted by an earnest desire both to help and to experiment with materials or processes. It is, therefore, important that we should allow the child to share in the work of the household. If we encourage his instinctive interest in its earliest beginnings, we shall give the child a chance to learn much that is valuable to him and at the same time develop in him a helpful and thoughtful nature. The mother who allows her child to satisfy his wish to help in household tasks, not only makes her child's life happier and more interesting, but makes her own routine work lighter and more enjoyable.

All of this sounds very serious, as if the child were to be given a burden to bear and the mother an irksome lesson to impart. In reality it is all a very happy and simple feature of home life. When your child asks to help, greet him enthusiastically and make a game of the work to be done. An appeal to his natural love of play, his spirit of competition, his pride in achievement will show him the true joy of work. Children should learn through play to perform useful tasks. We all know that the little girl enjoys helping Mother with her household duties and if the spirit of play can be brought

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to the performance of these duties they are doubly interesting.

All small children like to play keeping house and delight in washing and keeping clean the various things connected with their play. One of the best helps in training your child to enjoy domestic duties is through dolls. Every little girl should have her family of dolls and care for them. With the dolls should go the small stove, the little washtub, board, and iron, and the toy furniture and dishes. Let the child have a room of her own or else a portion of the room in which you are busy which she may call her own. Through these play materials the child can really begin to cook, wash, and iron, and care for her dolls. As she grows older and more competent with her doll play she will wish to enter into the experiences of the same duties in the home.

Do you know that your little boy can be interested enough to help you build the kitchen fire in the morning? Ask him to bring you an old newspaper and explain to him why paper is necessary to build a fire. Tell him that if he will bring you some wood from the woodshed you will tell him some interesting things about it, for instance, about the forests of California where there are great trees large enough in which to live. Explain how we use the wood for making a fire that is not hard enough or big enough to build houses. Show him how to lay the fire, using paper, kindling, or small pieces of soft wood to start the blaze and follow with larger wood to hold the fire. Another time ask him to bring some coal, telling about the miners who go down into big holes in the ground and find all this black coal which was once

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wood. Explain how through years and years the wood from trees had become buried and in due time had hardened. Pictures of mines and miners will make the story more vivid to him, and he will better appreciate that there is much to be considered before the coal is drawn up to the home in carts. Keep him so intent upon your interesting facts that he will be eager to help you and still want to hear more. He will see how careful you have to be to get a fire started and what a difference it makes in the warmth of the room. He will soon acquire the habit of helping you with the fire and in time will be able to build it himself.

So often children perform their tasks quite well, but their faces show what is going on in their minds. The eyes are dull, the mouth droops a little or is disfigured by that bugbear to all mothers, a pout. There is no happy childish smile. Mother can many times avoid all this by a little wise planning. Help the child to find some joy in his task. Make him feel his responsibility in its accomplishment and, too, his responsibility in being cheerful. A helpful, right example is the best aid for children; let them follow your lead. Often a little verse repeated makes suggestions more effective than many sermons, and for the little child who lags and waits to be asked to help, the following speaks for itself:

“Are your eyes bright to-day,
Or will mother have to say,
‘Please do this,’ or, ‘Please do that’?”

“Can you do some little task
Before your mother has to ask,
‘Please do this,’ or, ‘Please do that’?”

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If there are several children in the family one might call them soldiers and the house a camp. One child could be the captain of the company for a week. Each child would have certain duties to perform and these duties could be written on a bulletin board. Duties could be assigned at the breakfast table. There should be a daily inspection of each room, and of course all true soldiers must carefully and truthfully attend to all duties. At the close of day have a flag lowering and perhaps some songs. Try to instill the feeling that just as our soldiers fought for the good of our country and fought because they were willing to, the children must willingly and cheerfully perform their duties for the home and mother. Try to make them feel that no matter how small their task may seem, it is a great help, and only as each part is done and done well is the whole home a place of law, order, and happiness.

As morning dawns the first duties which await us are in our own bedrooms. Morning is a joyous time; we should wake up happy, rested from a night of sleep with a heart full of hope and these words on our lips:

“Every day is a fresh beginning,
Every day is the world made new.”

Take a little time at night to talk over going to bed. There are ever so many kinds of beds. There are beds out of doors as well as in the house. Have you ever thought that flowers are used for beds? There are many tiny insects that find safe, cozy places to sleep in among the petals of a rose or a lily.

“There's never a leaf or a blade too mean
To be some happy creature's palace.”

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Did you know that Nature teaches the animals to make their beds? She tells the birds to choose soft things for their nests and to have a warm place for their tiny eggs. The squirrels find a cozy place in the hollow of a tree, and the bears and other wild animals find caves and holes in the ground in which to sleep. Stories and songs may be found in other volumes of this series which relate to this subject. Now it is time for children to get ready for bed. A game, which has been used successfully, may be played when undressing. A heavy cord or even a twine doubled, stretched from a closet doorknob to a window sill, makes a fine clothesline. As the children hang up their clothes in an orderly manner, they play they are hanging out the washing. The doll's clothes are hung up, too, using the tiny clothespins which can be purchased at the five and ten cent stores. This transforms a duty and sometimes an irksome task into play. This play is the foundation of a habit which should belong to every person who is neat and orderly.

The first morning habit should be to open the bed in an orderly fashion. Thoughtlessness on the part of the child often discourages Mother until her note becomes one of nagging, which is annoying to all. A few instructions in rhyme may make the task more pleasurable.

“In the morning when I get up
There are several things to do;
The sheets go back to get fresh air;
Pillows are shaken, a nice soft pair;
My windows are opened everywhere
In the morning when I get up.”

Bed-making is an art in itself. The child, however, can early in life help and learn simple rules of making a bed.

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A soft pad is often placed first on the bed. Put the first sheet on with the wide hem at the top and right side up; put on the second sheet with the wide hem at the top, but wrong side up, which brings the two right sides together. The blankets go on next, then perhaps a quilt, and finally the clean white spread on top. Tuck the sheets and blankets in carefully at the corners so the bed will be square. Draw them tightly at the sides to make the bed smooth. In placing the pillows on the bed, the closed end of the pillow cases should meet in the center.

With a little girl standing on the other side of the bed Mother can teach her in verse, and then every time the beds are made the duty will be a play, saying:

“Pull the bottom sheet so tight,
Tuck the blankets in just right,
Puff the pillow, smooth the spread!
Helping Mother make the bed.”

Breakfast over, the dishes must be cleared from the table and washed. How many hours a mother spends in a day washing dishes! Why not all help and remember the motto, “Many hands make light work”? I think a little girl would be happy to say this:

“Will good fairies grant my wishes
If with care I wash the dishes?
Bring Mother's smile so sweet and bright
And this will make my task seem light.”

Here is something else to say while washing:

“Work and play go hand in hand,
All our duties must be planned.
Washing dishes is lots of fun,
The sooner started the sooner done.”

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Why not make the dish-washing a game? First of all, look at the rainbows in the dishpan. The bubbles in the soapsuds are full of lovely colors. There are really six of them, but it is hard to tell one from the other as they blend in together. See the red, orange, yellow, green, blue, and violet. So each tiny bubble in the dishpan has a rainbow of its own. Perhaps we can blow soap bubbles after the dishes are washed:

“Now we will wash the dishes,
The glasses and silver so fine,
Next the pitchers, the cups, and the saucers;
Remember that each time.

“Then come the plates and the platters,
Use plenty of soap, don't forget!
We'll wash them all over so carefully
And then on the shelves shall they set.”

Tell the children how soap and grease do not like each other; when one comes in the other goes out. This encourages thorough washing.

It is time now for the house to be put in order. There is sweeping and dusting to be done, and the little helper can get up and down so easily that Mother should find much for little hands to do. While working there are interesting stories to tell and songs to sing so that there is no thought of drudgery. (See Volumes I and V.) It is also fun to recite simple rhymes and couplets while working, and the child would like to say them too:

“I will sweep the floor,
Make it very clean;
Sweep behind the door
Till not a speck is seen.”

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Give the child a small light broom and tell her that now we shall see the dust elves go flying out of the window. Children take great delight in personifying inanimate objects, so we can call this "Miss Broom":

"Oh, how useful is Miss Broom,
Brushing corners in each room,
Under tables and each chair,
Raise no dust, but sweep with care."

Instruction is more graciously accepted through verse, stories, songs, and games, and unconsciously the child will act out the words he is saying. To a simple rhythm of music one could hum these words, sweeping to the tune:

"The dust fairies are sleeping, sleeping, sleeping,
The dust fairies are sleeping all through the house.

"The great big broom comes sweeping, sweeping, sweeping,
The great big broom comes sweeping all through the house.

"Then the dust fairies go flying, flying, flying,
The dust fairies go flying out of the house."

While the dust is settling the little girl may be given a piece of cheesecloth to make into a duster. Take a bright-colored piece of worsted to work into the two ends. The song, "Sweeping and Dusting," on page 106 of Volume V can be sung at this time. Here's a good verse to say, too:

"Sweep and dust, sweep and dust,
Make everything neat and clean:
Scour and polish, scour and polish,
No spot of dirt must be seen."

The child is rested from sweeping and, with her dust cloth, she will think it fun to think she is making the

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dust elves and fairies go dancing out of the window. If several children are helping in the process they could sing to the music on page 124, Volume V, and play the game, singing:

“Round we go, round we go,
One little child is dusting so.

“Round we go, round we go,
Two little children dusting so,” etc.

Repeat the words, adding one more child each time it is sung until all are accounted for. The dust will surely fly while work and happiness will go hand in hand.

Washing and ironing always come into the play of a little girl with her doll. There seems to be a fascination in putting one's hands in water and splashing. Every one's clothes are washed and of course the doll or Teddy bear must have clean clothes, too. Right instruction and proper implements must be given at the start, remembering all the time that it is a form of play to the child. A finger play found in the first chapter of this book dramatizes with the fingers the process of washing and drying clothes. No matter what the age of the child, a recreational play like this is always enjoyed. Other verses describe the work as well as give instruction:

“Rub-a-dub-dub,
Rub-a-dub-dub,
All the doll's clothes are here in my tub.
Soap them and scrub them,
And rinse them with care.
Hang them all up in bright sunshine and air.”

“Scrub, scrub, scrub,
Now 't is scrubbing day;

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Till the clothes are clean and white
You must scrub away.

"Rinse, rinse, rinse,
All the clothes must be
From the soapy water now
Rinsed so carefully.

"Wring, wring, wring;
Wring them out so dry.
See, the clothes are ready now,
Hang them out so high."

With the iron and board the little girl stands beside Mother to do her ironing. She must learn the need of a hot iron and also how to use it. This takes time and patience, but it is laying the foundation for future much-needed assistance:

"We sing as we iron our clothes to-day
Because we are smoothing the wrinkles away."

Nearly all children like to cook, but if they can be given a definite object toward which to work, it adds interest and a feeling of pride in the thing accomplished. For example, a child might be told that when she had learned to cook a certain dish well she could invite some of her little friends in and have a party. Thus the child is given three important ideas: doing a useful thing, doing a thing well, and the idea of hospitality.

In making bread the mother often should give her child a piece of dough to shape and to mould. Give directions to imitate what you are doing, and finally put in a pan and bake:

"We roll our dough
To make the bread,

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For little children
Must be fed."

Cookies may be rolled out into many shapes to the delight of all children. Let them suggest and make shapes to illustrate their story of the Gingerbread Doll. Decorate the cookies with eyes, nose, mouth, and buttons of white frosting. It is not every time you are cooking that the child wants to cook, therefore occasionally, especially when the desire comes, take the time to give instruction. Boys or girls will enjoy beating the eggs or stirring up the cake. Let them butter pans and make small ones for themselves. Let them watch the baking, saying:

"Let us bake
A little cake;
When it's done
We'll have some."

To the using of the egg-beater a rhyme is said:

"Whirr — whirr — whirr —
Round and round we go.
Turn the handle fast and steady
Till the fluffy whites are ready.
Whirr — whirr — whirr."

Getting the vegetables ready for dinner is something every child can help in doing. He may go to the pantry or cellar to get them, and if peas are to be prepared he can shell them. He can learn to string the string beans, he can wash the potatoes, beets, turnips, and as the fingers become stronger and discretion used, the use of the knife in paring can be allowed. Much amusement comes with this work, as the pea pod can be made into

CHILDREN'S OCCUPATIONS

a boat and sail in a pan while other interesting things can be done as is suggested in Chapter VI of this book.

The many steps taken in setting and clearing away the dinner table are those which can be taken by quite young children. Let Mother sit still while real play is being enjoyed by either the girl or boy. If there are several children in the family, taking turns is the best way. Records may be kept to see who has improved in learning the art and general etiquette. Counting up the record gives a chance for a little arithmetic. Once more the instruction can be given in rhyme, and the repeating of it each time the table is set drills the first principles of table appointments:

“Fork on left and knife on right,
On the snowy table white;
Spoons next to knife in a row,
While next to fork the napkin goes.”

“The fork at the left, the knife at the right,
Place spoon by the knife with fingers light.
The tumbler we take to the table with care
And place at the right so carefully there.
Then at the left 'bove the fork we see
A place for the butter plate plain as can be.
Now count up the family, a place for each one;
Is n't setting the table the very best fun?”

A comradeship between mother and child is firmly welded together as she takes him into her confidence and daily work. He begins to think he is of some value and feels quite proud in saying:

“I wash the dishes,
I dust the chairs,
I help my mother
With all her cares.”

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The child begins to appreciate all that Mother does for him, the many steps she took for him before he could walk and wait on himself. A new baby comes into the family and these thoughts are more deeply impressed upon his mind. Often splendid resolutions are made at this time to help Mother more and more. What a child thinks is well expressed in the following lines:

“Baby cannot even talk,
Cannot run and cannot walk.
Once I was a baby small,
Could not help myself at all.
Mother gave me loving care,
Now the work I want to share.”

The mother does not train the child in these household tasks with the thought that he will do any great amount of work at present, but in order to make him intelligent in these duties both now and in the years to come. It makes him helpful and thoughtful, it teaches him systematic and orderly methods of accomplishing tasks, it gives him practical knowledge which will serve through life. He gains not a distaste for work, but a cheerful attitude toward it, and develops the habit of seeking the pleasant side of all duties. The most important result of all is that he appreciates and enjoys his home to a greater extent because he feels that he is responsible for a contribution toward making it a cleaner, brighter place, and he is drawn closer to his mother because of this delightful companionship with her. The truth of this is shown in the following story:

“Do you help your mother at home?” I asked Sarah, one of the sweetest of my kindergarten children, who

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came from a rural home. I had met the mother, a neat little woman with an air of worry and anxiety, but a most painstaking housekeeper.

"No, teacher," came the answer. "Mother don't let none of us stay round the house. We're in her way. She always sends us outdoors to play."

"Does n't Mother ever show you how to make clothes for your dolly?" I asked.

Again the answer was negative. I was just beginning to realize how very few mothers ever include the children at all in their household duties. That noon I walked home with Sarah to see how the land lay. I found the mother preparing the lunch, while two of the older children were outdoors jumping rope. Mrs. O'Brien bade me sit down, and while she hustled around we chatted.

"You must find it very hard," I remarked, "without any help in the kitchen."

"Right you are. Servants is too dear for anybody these days. I never seen the beat of it!" she replied.

"Did you ever think of how much your children could help you if you'd let them?"

"Sure and it's a big bother they are, messing up my clean kitchen, playing in the flour barrel, twirling the egg-beater, riding horseback over the dust mop, banging me pans and kettles together, and a thousand and one other things till it's about crazy I am."

"Well, is n't it nice they're so interested in the kitchen! And of course they like to be around with you, where there's something interesting going on. When they're 'twirling' the egg-beater, would it take

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any longer to say, 'Do you suppose you could put that in this bowl and see if you can beat the eggs up?' than it would to say, 'Run away and don't bother me'? They will be fascinated to see the whites stiffen and turn to meringue. If they can reach the pots and pans, they can bring down the right ones and grease them for you. They'll love it, and you'll be surprised at the time it will save. Let the little boy that plays horseback with the mop push it around the edges of the room and pretend he's mowing the grass, or something similar."

At this point the little boy in question came rushing into the room pursued by an older sister.

"Look, Mamma! Look what Benny done!" she cried.

Benny was nervously clasping and unclasping a corner of his blouse, revealing a great three-cornered tear.

"Well, I have n't time to mend it now. You'll have to put on his dirty blouse."

"How old is Clarabelle?" I asked.

"Goin' on fourteen."

"Could n't she mend it for him?"

"No. She ain't very handy with her needle."

"How do you know? Have you given her much chance?"

"No. I do all the sewin'. She learnt a little at school, but did n't like it much."

"What did she do at school?"

"Oh, different kinds of fancy stitches."

"Well, Mrs. O'Brien, let me tell you. That's just the way it was with me. I showed no taste or interest in sewing, and no one ever tried to interest me. The consequence was when I went away to school, I found the

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other girls making their own clothes, while I could barely darn my stockings decently. Now just give Clarabelle some odd pieces of bright cloth, and take a few minutes to show her how to cut out a dress for her doll, and I'll wager she'll be a great help to you some day."

"Mebbe you're right at that. You teachers sure do have some queer ideas, but I'll try 'em, sure I will!" was the hearty response.

"All right!" I laughed. "I'll come to see you next week, and I'll expect you to have your little army lined up, and working, or playing, rather, like Trojans." And I left the house feeling that I'd left some fertile ideas rooted in the mind of one mother at least.

VIII

THE DOLL-HOUSE

PAPER dolls or even small bisque dolls like to live in a real house; so with a little ingenuity and many kinds of materials, a house can easily be created. Any wooden box lying on its side and partitioned off in four parts gives the suggestion of four rooms. A salt or starch box may only be large enough to be called a one-room bungalow, but immediately the child's imagination begins to work. One corner suggests a living-room, another a bedroom, a play-room and kitchen. There is also the hat box, shoe box, and corrugated packing-box from which to choose. Good taste in furniture designated for different rooms, color schemes and arrangement all are beneficial to the child's development and occupy many hours of play.

WALLS

CHOOSE from rolls of left-over wall-paper appropriate designs to paper the different rooms. Small patterns are preferable for these miniature homes. If you have no wall-paper, plain brown wrapping-paper can be used. The child may like to draw a frieze of flowers with his crayons or cut out patterns and paste in border design. If the box chosen is clean and of a good shade to blend with other decorations of the room, the borders or cut out designs may be put directly upon the sides. There should be a few well-chosen pictures upon the walls.

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From the catalogue of the Perry Pictures, Malden, Massachusetts, a remarkable choice of masterpieces of the world can be made. Sometimes children will prefer to draw pictures depicting a story or an incident of their experience, to be pasted on the walls. Small snap-shot photographs have been used. Never discourage their originality.

WINDOWS AND DOORS

BEFORE cutting out windows and doors, plan first the size, shape, and height. From pictures in magazines, such as "House Beautiful" or "Ladies' Home Journal," artistic suggestions and arrangements can be copied. By cutting across the top and bottom and down the center, then bending the cardboard back on each side, the shutters are made and still attached to the house. Work out the doors in the same manner and decorate by drawing lines to represent paneling. Any transparent paper, such as wax paper found in candy boxes, makes the window panes. With a soft black pencil and ruler, the panes may be marked off in large, small, or diamond shapes. Isinglass also is used for windows. At the base of the window paste on flowers in flower pots which you cut from some illustrated magazine. A window box can also be constructed. Take the dimension of the width of a window and cut a little longer an oblong piece of green or brown construction paper. Fold so as to make an oblong box by cutting, folding, and pasting corners. On the outside of each corner paste on legs, making height of box come to the window edge. Cut out and paste inside the box red tulips and green leaves.

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Paste the plants on the bottom end and place them along the center of the box. Cut up and crumple soft dark brown paper and gently pack in box around the flowers, giving the suggestion of dirt.

CURTAINS

THOUGH there may be many suggestions as to window curtains, there is no better taste than white draperies. Side drop curtains with a narrow ruffle across the top of the window are very effective. Tissue or crêpe paper gives the best results. If color scheme is desired to carry out the treatment of the room, choose carefully the delicate shades which will blend well with furniture and wall decorations.

FLOOR

A PLAIN wall-paper, dull-colored cardboard, and blotting-paper are materials which can be used for covering the floor, or making rugs. With crayons rub in soft colors of Oriental patterns or Indian designs. The two opposite sides may be cut up in narrow strips a short distance, to give the effect of fringe. In another chapter is described how to weave mats made of worsted or string. To make and use these always please the children.

FURNITURE

FAIRLY heavy paper should be used to make furniture. Construction and mounting-paper, also bogus paper, are the kinds of paper to call for at stationers or school supply stores if one is ordering. In the home, however,

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something usually can be found among empty boxes. Better still, the city laundry supplies each starched shirt with a piece of cardboard which is just the thing for your purpose. A heavy quality of wall-paper, with appropriate colors and figures, makes furniture resembling cretonne upholstery. The simplest form of folding is advisable so the child may make much of the furniture himself. Take a six-inch square piece of cardboard and fold as before explained, creasing it into the sixteen-inch squares. With scissors, cut down the distance of one square at each of the four corners as designated by lines in

Fig. I. Fold dotted line A—B and C—D. Bring A—C together, lapping E—E over them. Do the same

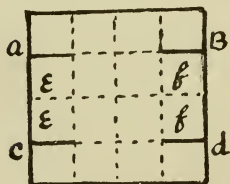


FIG. I

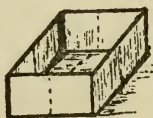


FIG. II



FIG. III

on the other side by bringing B—D together, lapping F—F side over them. By putting glue on the under side of E and F, these folds will remain in position and you have made a box. (Fig. II.) To make a cover for the box, construct another box in same manner only making the size of the paper one eighth inch larger in square dimensions. (Fig. III.) The table is an inverted box, cutting out the sides between the four corners, which become the four legs.

THE DOLL-HOUSE

CHAIR

FOLD paper into sixteen square creases. Cut off from two sides a row of squares, leaving nine squares. Cut down one square each side of middle square of two opposite sides, as shown by heavy lines in Figure IV. Fold and paste together A and A. Crease square C into an upright position. Fold and paste B and B together; now paste square D down upon B—B.

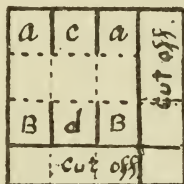


FIG. IV



FIG. V

Cut out between the corners in any shape desirable, leaving the corners to become legs. The back of the chair, which is square C, should be cut out in simple patterns copying your dining-room chair. (Fig. V.) If desired, the seat can be perforated in even rows to imitate cane-woven seats. A rocking-chair is made in the same way, pasting a curved piece of paper on two sides of the chair at the lower edge of the legs.

BED

A BED is made like the table. On one side the squares are cut, but instead of being removed, fold them in an upright position to make the headboard of the bed. The opposite end can be treated in the same manner, cutting off half the width of squares which are turned up, making it seem like a footboard. A more elaborate canopy bed can be made by folding another box shape and set-

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ting it upright on one end of the bed. This canopy can be cut out with curved sides, patterning after pictures of beds used in historic days. The four-posted bed can be worked out, adding paper posts at the four corners. Tissue paper spread with valance and bed roll complete a most attractive bed.

Bureaus, sideboards, divans, kitchen stove, ice chest, may be made from this first simple sixteen fold by adjusting the folds to form the desired piece of furniture. If furniture of the entire room is to be of the same pattern, one can easily see that such parts should be designed, crayoned, or painted before glued together. From paper doilies or candy boxes, use the lace paper for tablecloths and covers, cutting it down to suit the size of table, sideboard, or bureau. Silver paper, which wraps chewing gum, chocolate candy, or even yeast cakes, is used for mirrors. To make a smaller chair or cradle use a smaller piece of paper, folding in the same manner. Discretion must be used in getting correct proportions. Furniture, doors, and windows must be constructed according to the size of box used for the house.

FIREPLACE

A GREAT addition to the living-room or dining-room is the fireplace. If you have no red paper, a piece of white paper can be crayoned or painted red. When dry, a white crayon or chalk can be used to mark off small rectangles which resemble bricks. Proceed as with furniture, getting the sixteen square creases. Fold one row of squares on left, right, and top of paper in halves. Cut

THE DOLL-HOUSE

out one half of square at A and B in Figure VI. Cut lines C and D. Now fold back the entire row of squares. The half fold is made here in order that the first part of half squares may be pasted to the side of the room, allowing the chimney to stand out into the room, and it also makes a shelf on top. Before pasting, however, cut out a curved piece from the two lower middle squares. On the floor under the fireplace, put an oblong piece of this red paper to represent the tiling. Andirons made from black paper should be put in the curved opening of the fireplace, while pieces of

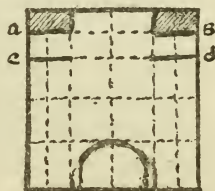


FIG. VI



FIG. VII

paper and broken toothpicks give the finishing touch to the cozy corner. (See Fig. VII.)

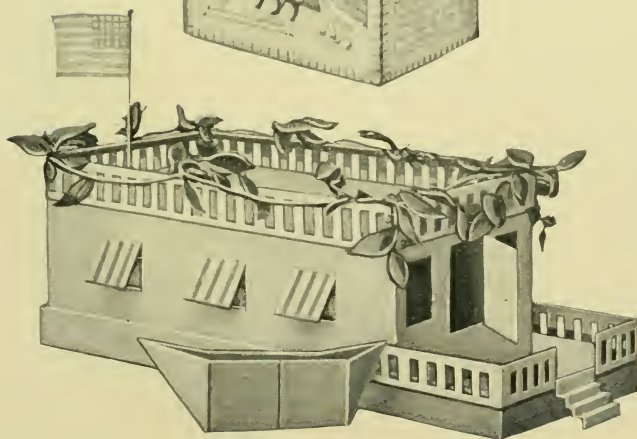
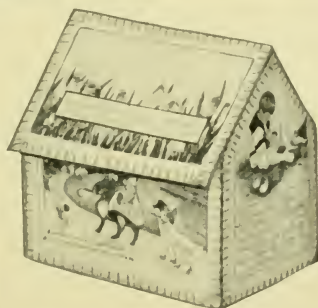
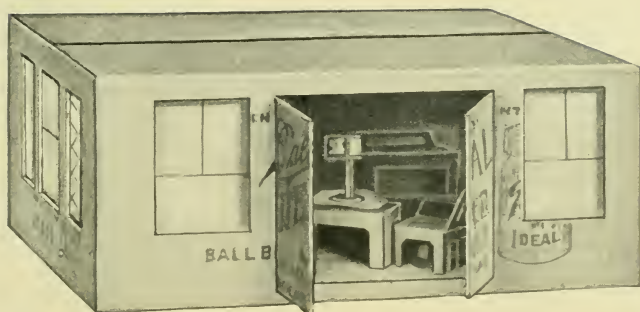
All this work when carried out in every detail takes planning and practice. It is, however, absorbing in interest and gives an opportunity for originality and coöperation with big brothers, sisters, and parents.

The first illustration shows the doll-house constructed from a corrugated box. The top may be adjusted to slant like a roof, but the child often likes the top cut off so she can play easily in the rooms. If the box is turned on one side and up and down stairs are partitioned off, the front should be left entirely open so that the child may play freely. If Big Brother or Father wishes to make a more enduring house from wooden box or beaver

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board, the front of the house may be built to swing like a big door on hinges. Doors and windows in this front part should be worked out according to a real house. Constructed in this fashion the house is kept free from dust, as well as looking orderly and complete when not in use.

Sometimes one sees house-boats along the shores of either salt or fresh water or on a river, where people spend their summer, going to the land only for food supplies. To a child it would make quite an impression to see a house resting on top of the water and an imitation one will need to be made. By the illustration you will see that an ordinary shoe box has been converted into a playhouse boat. Take the box part and cut about three or four inches from one end. Now insert this end into the rest of the box and paste it upside down on the cover. This foreshortening of the box gives an opportunity to have a piazza at the front of the boat. Now cut out doors and windows. In making the windows cut around three sides, bending upward and outward from the upper line. By crayoning in green stripes on the bent cardboard you will get the effect of awnings. From dark or light paper cut out a railing or fence to edge around the piazza and top of house which may be used for a piazza. Inasmuch as quick-growing vines are often planted in pots and allowed to climb over the sides of the boat, so on this house an imitation vine adds greatly to its attraction. Make a paper boat and tie to the piazza, as this is the dory which takes you to the shore. Chairs can be made for the piazza and other furniture for inside the house; last of all do not forget to



EXTERIOR OF DOLL-HOUSES

THE DOLL-HOUSE

hoist a flag which represents the country in which you live. As this boat is made of cardboard it can only make-believe to float on the table or floor, but if it is placed on a piece of wood it would afford great sport in the bathtub or beside the seashore.

Children's inclinations tend toward duplicating in play the activities they see about them in real life, therefore the little housekeeper and little mother are expressed in the making and caring for these houses. Going to school is also a daily experience which, with its trials and tribulations, is nevertheless carried over into the play hours. It is such fun to be teacher and use stern discipline, demand hard lessons and tasks of one's little playmates. This suggests that for the dolls a schoolroom can be built from a box. The illustration depicts a kindergarten room. On the walls are a few pictures, and a strip of black paper pasted across the side represents a blackboard. From construction paper fold a box in which sea sand is placed. This would be in one corner of the room just like the real sand table. A kindergarten bench or table is made of a long narrow piece of heavy paper pasted on top of two spools. A table and chairs can be made from folded paper, or use a spool as foundation on which a table or chair top is pasted. There should be a few tiny toys added to the room, such as small blocks of wood, a piece of plasticine put on the table, or a little cart made from a small match box. From the child's own school experience he will suggest what he wants in his kindergarten room.

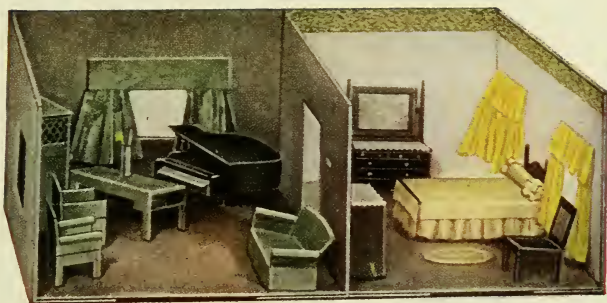
As is seen in the two-roomed doll-house, much thought of details and comforts of a modern home has been

CHILDREN'S OCCUPATIONS

shown. The grand piano is realistic. Its shape is copied from pictures and worked out in heavy black paper. The keyboard is carefully drawn on a piece of white paper and pasted in its right place in the front of the piano. The victrola is made from the sixteen-fold paper as described in another chapter. Cut down at each crease the distance of one square across the top row. Cut off entirely three quarters of the bottom row of squares. The remaining quarter of the square cut out, leaving four corners to make the legs. Fold and paste down on top of each other the cut squares at the top, leaving the last one free to represent the cover of the victrola. Reinforce underneath the edges of the two sides of the victrola, which just meet, with paper and paste. On top of the squares which have been folded draw in a black circle representing a record. In the front upper square cut two doors, folding them out just a little, thus imagining the music to sound louder.

The divan and chairs have pieces of paper curled and placed over the edges of the sides to make comfortable arms to the furniture. The vase on the table is filled with carefully cut jonquils while folded pieces of paper represent little books. All these incidentals give opportunity to observe what makes up the comforts of the home living-room.

The bedroom has suggestions of antique furniture. This four-posted bed came from the original sixteen-fold paper. Cut at the corners and lap over squares, following directions for making a bed. To each corner paste a post cut in any desired design. The spread, flounce, and pillow roll complete the bed-making and look realistic



INTERIOR OF DOLL-HOUSES

THE DOLL-HOUSE

and dainty. The window curtains carry out the same color scheme, and are made of yellow crêpe paper. The bureau and chairs are made as before described. No two children will want the same things in their houses, as the desire comes from their own experiences. If a child has not seen a victrola he would not understand if you suggest it be made, but as he visits in a home where he sees and hears one, on his return the victrola must be made for the doll-house. It is well, therefore, that every child be given the opportunity to create a home or the doll-house which outwardly expresses his thoughts through manual labor.

IX

TOY-TOWN VILLAGES

FROM a simple piece of paper, with its folds, another suggestion comes which will delight the inventive girl or boy. This time let us consider making a house; not a big house with many rooms and furniture such as we have been talking about, but just a small house with a roof, doors, and windows. After you have made one, then make another and another, changing its architecture somewhat to give variety. The first type of a house can be made easily by a small child.

DESCRIPTION

TAKE any size square of construction or heavy paper. The illustrations seen here are made of bogus paper and a nine-inch square was used. This gray-toned paper gives the effect of a cement house and opportunity for contrasting colors in decorations. The square paper, having been creased into sixteen squares, follow these directions: On two opposite sides cut up the distance of one square on the three creases. Bend the two middle squares one on top of the other and paste together. Bring the two outer squares together which will lap each other and cross the center of the two middle squares just pasted. Now paste these together. Repeat these instructions at the opposite end of paper, and then the house with its slanting roof will be created. If desired, a brass fastener can be passed through these folded

TOY-TOWN VILLAGES

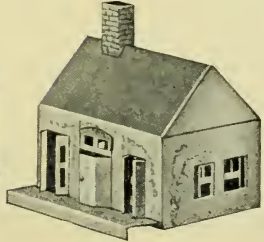
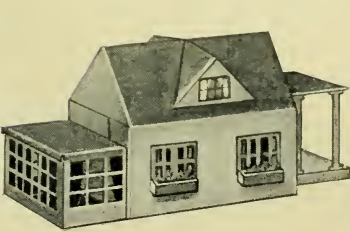
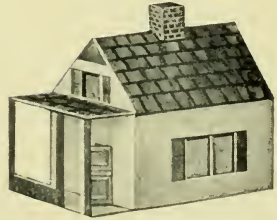
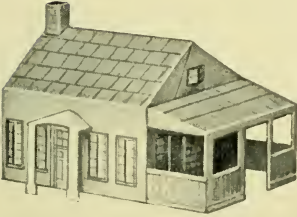
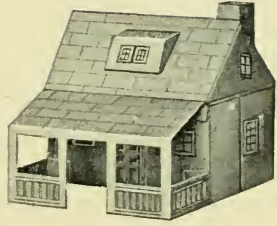
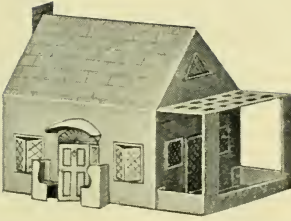
squares which will hold it in shape. This method may be used when a little child is satisfied with the plain house. To suit one's fancy, doors and windows are cut on the different sides. A back door, front door, small and lattice windows or long Dutch window doors. With more paper a dormer window can be projected from either side of the roof, and a chimney must be made. This can be either pasted on the side roof or a hole can be cut in which it is inserted. At one side with extra paper a porch or a sun parlor can be added, which gives a modern touch of architecture. In walks with a child, ideas of houses can be discussed as they are passed. Pictures also help in the designing of a miniature house. When the child needs assistance and asks for it, quite elaborate and attractive houses can be made. If bogus paper is used, bits of red tissue paper can be pasted on the inside of the windows, giving a bright, pretty contrast. Window boxes of green with tiny flowers look attractive. Water-colors or crayons can be used to good advantage in coloring the chimney or moss-green roof and trimmings of the house. A green vine, an ivy, or even a rambler rose can be suggested with paints on a side of the house or on a lattice-work over the doorway. When the project is planned, all drawing and cutting should be done before the building is pasted together, thus avoiding mistakes. With pencil and ruler the windows and doors can be drawn after the folds are made; the painting and decorating after it is put together.

This construction of buildings can be carried on to greater extent. A toy village should be the next ambition. On top of a table or bench streets can be laid out

CHILDREN'S OCCUPATIONS

with houses on each side. Included in the group of houses should be other buildings such as the schoolhouse, church, library, and fire-engine-house. Do not try to make everything at once; but take the buildings one by one, the child finding out for himself their uses and differences in construction. The schoolhouse and engine-house have large double doors and some have towers, too. The schoolhouse has steps while the engine-house doors open on a broad driveway so the engines can dash out quickly. The church should have a fine steeple, its windows tall and narrow with a curved top or arch. A cross is sometimes placed upon the top of the steeple or at the corner edge of the roof. At one side of a door there is, perhaps, a portico for the automobiles and carriages to drive under. The fruit stores have large show windows and shelves covered with fruit, while a bank or library would have a very dignified appearance with tall pillars and good-sized windows. Surely a flag-staff with flag waving would be seen on some one of these buildings. Thus the child observes what is in his home town and learns to describe not only the different buildings, but the activities which are going on within them.

A piece of green paper or paper crayoned green may be placed under these buildings to represent grass. A brown-crayoned walk should wind up to the front doors, and paths should be laid out about the lawns and flower gardens. Group some buildings, such as the church, school, and library, about a center green or call it the village park. Trees should be growing along the roadside. Real twigs can be gathered and set up in the center of an empty spool which has been painted dark brown.



TOY-TOWN HOUSES

TOY-TOWN VILLAGES

With paper, however, there are several kinds of trees which can be originated by tearing free hand or be cut from green paper. Make two patterns at once of the same shape; paste one on each side of a small stick and put this in the empty spool. In your walks discuss the shapes of trees noting the differences so that in reproducing on paper the child will feel satisfied he has made a maple, an elm, or a fir which he calls a Christmas-tree.

The development of this kind of work is limited only by the time and inclination of mother, teacher, or older companion to help, suggest, and, best of all, to encourage the little builder. We have come to realize that learning rules and facts never instruct, but that experience is the true teacher and moulds our education. From his own town and home environment let us then give the child experience in developing something from a neighboring city, or from the farm, or discovering life and customs in far-away lands. The use of pictures through photography has developed a closer bond between states and nations, but to see a small likeness in the form of toys makes one step in advance in appreciating how others live. It is more realistic to the child.

THE FARM

A VISIT to the farm and country makes a deep impression upon the city child. What fun it would be for him, on his return home, to make a farmhouse and barn of his own! The children who live on the farm would take great pleasure in their play to do what Father must do every day, so they would like to build a toy farm.

The house must be made first, using the directions of

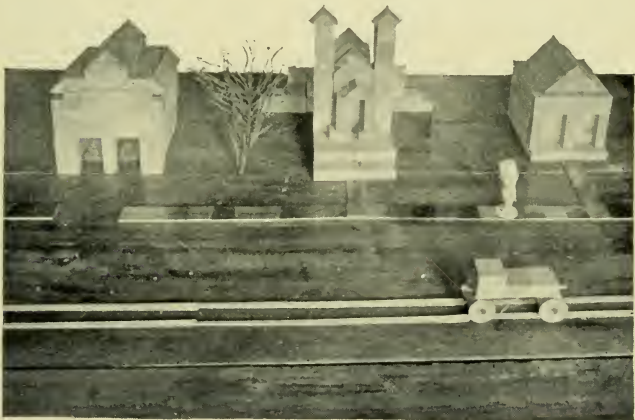
CHILDREN'S OCCUPATIONS

the first house fold. A smaller house, built in the same fashion and attached to one end of the larger house, would give the familiar look of an ell. The barn is often larger than the house, therefore the original square piece of paper should be a half-inch larger in proportion. There are the sheds, toolhouse, henhouses, and carriage-house to be made for this farm, and then we must not forget the farmyard. With long, narrow strips of paper cut out rectangular pieces which will make a fence and posts all in one piece of paper. Bend the fence in a square formation, letting it stand at one side of the barn. Some dried grass can be put into the enclosure, or a quantity of brown and green snippings of paper can be used for this purpose.

To make the farm complete, there must be life. From patterns or pictures cut out some of the farmyard animals and place them about the yard. If the child has visited the farm or has pets of his own, he will know or remember just what should be found there. In cutting out animals fold the paper double so that somewhere on the back or head there may be kept a small section of the pattern on the fold. This holds the two sides of the animal together and yet spreads at the bottom so that it can stand. Another way is to cut out two patterns alike, paste along the upper edge of head and back, and then spread apart below. This gives the single head and body and four legs of the horse, cow, or dog. For the smaller pets, like hens and chickens, an extra piece of paper should be kept on at the bottom of the feet so that it can be folded at right angles and give balance to the bird that is trying to stand.



A FARMYARD



A VILLAGE OF BUILDING BLOCKS

TOY-TOWN VILLAGES

Let us hope this play with the farmer's home and his cares will give the child a slight sense of appreciation of how much we are indebted to him. The wool cut from his sheep is made into cloth to keep us warm. From his cow comes the milk which we drink. He supplies the eggs and chickens which we eat. He raises wheat for our flour, and cares for the trees which bear fruit for us and for the garden which produces vegetables.

THE ESKIMO VILLAGE

IN turning to a land where there are no farms and no green grass, the child is filled with wonder as he is told of his little friend of the North, the Eskimo. His country, home, habits, and life in general are so different from ours that the child will delight in creating a toy village of ice and snow. In reproducing the picture here illustrated, a large flat box is the first article required. If a wooden box is available this village and the other villages may be set up in more compact form and will make less clutter in a home or schoolroom. Cover the bottom of the box with cotton batting pulled up here and there to give the natural effect of snowdrifts. At the back are two hills or glaciers, which can be made either by massing a great deal of the cotton together or by pasting a layer of cotton over heavy paper which can be bent into irregular shapes to represent hills. As a day of the North is very much darker than ours, this should be illustrated by painting on a piece of paper the wonderful colors of a sunset. Paste this paper at the back of the hills on heavy cardboard so that it can stand up and cast its glow of colors over the snowy foreground.

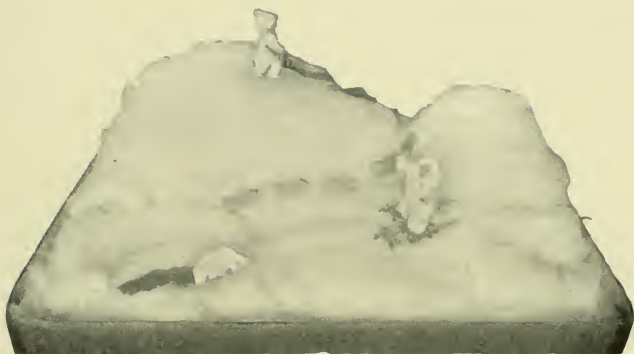
CHILDREN'S OCCUPATIONS

At the foot of the hills are the igloos. These are the homes of the Eskimos. They are dome-shaped huts usually built of shaped blocks of hard snow with a window made of a slab of ice. To make these for our village cover a stiff piece of cardboard with the cotton and then bend over into a round shape. Place these here and there in the snowy country.

For the little people who live here, china dolls should be dressed in cotton batting even to the caps on the head, for all you should see of their faces are their eyes, nose, and mouth. Dolls cut out of heavy cardboard and covered with batting would answer the purpose.

The dogs of this country are very faithful, and their master is very fond of them. He has many of them which are trained to be harnessed to sleds to carry people and provisions over the snowy land. These dogs have coats of brown fur, so for our play we must make them of heavy brown paper cut double so they will stand up. Cut out a sled also of heavy paper. Draw a rectangle and on each long side draw lines representing the runners. When cut out, fold on the long side of the rectangle and you will see you have made a sled. With a heavy thread harness the dogs along in a row and then attach to the sled.

Let this train of dogs and sled curve around the foothills as if coming home from a long journey. In the foreground is a lake frozen over with ice. Let this be represented by a mirror embedded in the cotton. Great white polar bears come to the lake in the hope of finding a hole in the ice so they can get a drink of water. These can be made of heavy white paper cut out on the fold



AN ESKIMO VILLAGE



A DUTCH VILLAGE

TOY-TOWN VILLAGES

and cotton pasted on them to represent the shaggy white fur. Over the whole landscape sprinkle tinsel quartz which will give a realistic touch and make you feel it is the land of snow.

INDIAN VILLAGE

EVERY little boy is thrilled with the ownership of a tent. He likes to sleep or play in it with all its imaginary fascinations of the earliest inhabitants of America, the Indians. Perhaps the child has been given an Indian suit of khaki, and having had stories told him of the life and habits of the Indians he wants to imitate them in play. Still another more educational way would be to create in toyland for both boy and girl an Indian village depicting, as history has handed down, the habits and customs peculiar to the race. Pictures and stories will give the background on which to work. The children will take a keen interest in making a village of tents, or "wigwams" as they are called.

As the Indians were a restless race their homes were made so that they could easily fold them up and travel to another attractive resting-place. Long before heavy canvas was woven, these people had to use what they could find, so they used the skins of animals tied together to make their homes. In making this little village brown paper must be folded to represent the wigwam. Just outside the door of each tent pile up pieces of toothpicks or burnt matches for a make-believe fire. Be sure the sticks are laid to come to a point in the middle, thus making a circular pile, for this is the way the Indians did. Here is where each mother, or "squaw" as she was

CHILDREN'S OCCUPATIONS

called, cooked for the family. She was very busy all day, because after the father had caught the deer, duck, or fish, she had to prepare it for cooking. She had to take the hide of an animal and cure it for making either a tent, a dress, or a blanket. She also took the kernels of corn and, after grinding them between stones, mixed them with water to make bread. If there was a baby in this home, he was wrapped in a case made of leather and strapped on Mother's back, who carried him around all day while she worked. The baby was called a little "papoose." The girls helped Mother with these household duties while the boys went off hunting with the men to see how brave they could become.

Small dolls can represent different members of the family. Dolls can be made of paper, cloth, or corn husks if china dolls cannot be bought. With paint or crayon their bodies should be colored dark. Their skin became very dark from exposure of their bodies to heat and cold, for their dress was only the animal skins that Mother had prepared.

Many wigwams can be set up to make the village. These may be made as in the midst of a forest, by the mountain-side, or on the prairies. You can make the Indian setting according to the material you have at hand. In the center of the settlement there was always an area where a large bonfire would burn when the Indian chief and his council held a meeting. On festive occasions, when they painted their faces and bodies and had gay-colored quill feathers adorning their hair or attached to their robes, they would dance wildly around the fire. Tiny hen or bird feathers can be dipped in red,

TOY-TOWN VILLAGES

green, or purple ink, then pasted on these dolls to represent the Indian warrior. Some tribes of Indians had horses. Here is an opportunity to cut out horses of brown paper. They may be tied to posts near the wigwams. From time to time add to the primitive scene some new article which has been made as a result of suggestions gathered in reading, study, or conversation.

LANDING OF THE PILGRIMS

No less important than the Indians were the brave band of Pilgrims who, because of persecutions and trials, sought freedom on the New England shores in 1620. The small child, with whom we are living as we read these pages, cannot appreciate far distant or past time. There is, to him, however, a fascination about the story which begins "Once upon a time." True also is an in-born sense of family relationship; and, listening to the stories Grandma and Grandpa tell of their childhood, it is proper and advisable to let the child know that once upon a time there were some grandmas and grandpas who were very brave when they were young. They sailed many, many days, not knowing when they would come to land. The story of the landing of the Pilgrims, of their first years of want and struggle, of their meeting with the Indians, should be on the lips of the world to-day. Correct and interesting accounts may be found in all libraries. This story offers material easily developed and interpreted by means of toy construction.

In a large flat box place dirt or sand, working it over to make the irregular shore of Cape Cod. The bottom of the box can be painted blue, or paper can be crayoned

CHILDREN'S OCCUPATIONS

blue and tacked on the wood to represent water and introduce the coming of the ship Mayflower. The ship can be whittled out of wood, with masts of toothpicks and with square sails made of paper or cloth. One can also be made of paper folding it as described in Chapter II. This the child will wish to place on the water headed for shore. Interesting in detail would be the placing of a few small stones along the shore and one larger one which could be called "Plymouth Rock" and noted as the first one stepped upon in landing.

The Pilgrim men immediately had to hew down the trees to make log cabins for their families to live in. The paper-fold house described earlier in the chapter will answer for these cabins if with a brown crayon the roof and sides are drawn upon to resemble logs. A chimney should be made at one end of the house starting wide at the ground and growing narrow as it rises above the roof. This primitive village had one road along the shore and going up a hill, so make and place a dozen cabins in such a fashion. In the center of the group and on the opposite side was the leader's house. He was called the "Governor" and had a larger house, with a high fence around it making a shelter in case of attack by Indians. On top of the hill was a very plain cabin which was called the "Fort," and here the men took turns looking out to sea watching for any ship that might come their way, or else they would look toward the forest back of them. The Indians did not understand them at first and therefore were not to be trusted.

Quite impressive is the description of that first Thanksgiving Day when in a friendly spirit Chief Mas-

TOY-TOWN VILLAGES

sasoit and his council came to a feast of the white man. Long wooden tables, which were piled high with good things to eat, can be made of folded paper and chairs, or even stools can be made to be put about the table. If the story is vividly described, the child will want paper dolls made to represent well-known characters such as Governor Bradford, Miles Standish, or John Alden and Priscilla Mullens. Pictures can be found from which to copy the style of dress worn by the men and women at that time. Significant features were the strange black hats, with tall crowns, wide brims, and a buckle, worn by the men, while the women were clothed in simple, quiet, gray dresses adorned by white kerchiefs about their necks. The month of November would be an opportune time to work out this project, when a strong impression is made by the time of rejoicing and giving thanks to the God, who not only blessed the Pilgrims, but has ever watched over the generations which have followed.

CHINESE VILLAGE

THROUGH travel, commerce, education, and friendly spirit we of to-day are becoming acquainted with foreign nations. Right impressions should be given to the youth in the home and school by first-hand knowledge of these other countries. Because of the thousands of years which passed before our introduction to these neighbors across the water, and because our language, customs, and life differ so widely, a study of each other is essential to a common understanding. With the little children this method through building and constructing seems a

CHILDREN'S OCCUPATIONS

natural medium. Each country has its own interesting features which can be found by reading, seeing pictures, and listening to lecturers. A wise mother will store up for the future material relevant to certain subjects which she can use later to help her children in a practical way and in their study of other countries. Every country has suggestions for us, and the children of to-day must not grow up in ignorance of them.

In the illustration is seen a representation of life in the world's oldest empire, China. The buildings represent shops, geisha tea-rooms, a monkey shrine, and a pagoda. The houses are made of heavy paper and put together like the house-fold previously described. The wide front doors are cut out and Chinese lanterns are made and hung from overhead with coarse thread. The building with a cage in front is called a monkey shrine. The Chinese in their worship believe that the souls of their ancestors may come back to life in another form; therefore even animals are carved in wood or ivory and worshiped as idols. This shrine is cut from paper, and several small ivory monkeys are placed behind the paper bars.

The tower is a pagoda or form of temple. In the Far East, as India, China, and Burma, these sacred towers are built in connection with a temple or often alone. Sometimes a saint or precious relics of Buddha were buried beneath, but to-day the towers are built by some pious man who hopes by so doing that good luck will come to the village. It is made as follows: first, take a long, narrow piece of paper, folding it to make a four-sided pyramid. Take squares of varying sizes and cut



A CHINESE VILLAGE

TOY-TOWN VILLAGES

out a square in the center large enough to slip down the distance desired on the tower. Grade five or more different squares up to the top, giving the effect of many stories. Pinch corners of the squares a little so they will droop slightly in true Chinese style.

These people are not advanced in the use of modern conveniences as is seen by the hand-saw, the boy carrying heavy burdens of merchandise, and the hand-plough drawn by the ox. On the rivers are seen the gondola type of hand-paddled boats for transportation. This is a collection of souvenirs brought from China. Such articles as these, when arranged upon a table or box, will give knowledge of the life in the country from which they came.

The Chinese are lovers of color, flowers, and all nature. This would not be a typical scene, therefore, without the garden in the foreground. Moss brought from the woods was solidly packed around and in an old tin plate filled with water. Violet plants, anemone, and bluets were also planted in this pond. Islands of moss were joined by little bridges and tiny Chinese figures of coolies, storks, ducks, turtles, and a bamboo house were placed about. For many days this little garden will live if continually watered. With the constructing of this pretty village and caring for it, your child is going to live with the Chinese in spirit.

DUTCH VILLAGE

FROM the Orient let us pass to a European friend, the little country of Holland. The average town here is a quaint little place with bright roofs, green gardens,

CHILDREN'S OCCUPATIONS

dikes, blue waterways, gay flowers, and windmills. There are many dikes made of stones which are covered with a natural green substance that looks like paint. These dikes, which are always tended and watched by some one, receive through pipes the drainage of the houses and also the supply of drinking and washing waters.

Up and down the canals, over which attractive little bridges are built, sail or are drawn the low wooden boats. Running parallel with these canals are well-laid-out streets, bordered with well-built and well-kept, attractive houses.

The houses are for the most part alike, and a description of one will do for all. The house is generally painted red or some other bright color. The great roof is thatched or tiled in regular ornamental patterns. Many pretty little parks are found about the houses which are well cared for and filled with gay flowers.

The Dutch women dress in long, full skirts covered with an equally full white apron from under which protrude the large wooden shoes. Over the shoulders a kerchief is folded. The head is adorned with a white "Dutch" bonnet. The men are dressed in long, full trousers and a jacket of bright colors. They wear the customary wooden shoes and blue cap.

In making this village, fill the low box with dirt or sand, building up the dikes on each side of a waterway. The water may be represented by the painted blue bottom board of the box, or painted blue paper, or blue tissue paper. The bridge can be made of wood or cardboard. Make the houses from the original paper-fold

TOY-TOWN VILLAGES

and paint the roofs red. Make window boxes with paper flowers in them. The well-known windmill gives the finishing touch to the Dutch scene. This can be patterned from the illustration here or from one found in another chapter of this volume.

Dolls can be dressed in the costumes of the people or dolls can be cut from paper and painted, and then comes the fun of playing with our little Dutch friends in their home town.

With these suggestions one can pass from one country to another till in time the whole universe has been traveled on top of the playroom table. Old and young people alike have learned much as well as enjoyed many absorbing hours.

BIBLE STORIES

WHEN a stormy Sunday comes and it is impossible to go to church, remember this large flat box and see what can be done with the lesson by illustration. The story of baby Moses found in the bulrushes lends itself easily to this work. Make a river through the center of the sand. With green crayon color paper which is to be cut afterwards into narrow strips giving the effect of the tall grasses. In making the grass, cut to within a half-inch of the other side so you will have a row of grasses to be embedded in the sand. Many rows of this will be needed to give a dense effect beside the river. Fold a piece of brown paper to make a basket in which is put the baby doll. Perhaps among the playroom treasures a small candy basket can be found for the baby's cradle.

CHILDREN'S OCCUPATIONS

The landscape should have a few trees scattered here and there, and in the distance some buildings representing the king's palace and other smaller dwellings. The characters in the story should be cut from heavy paper so that they will stand in the sand. Paint the robes with bright Oriental colors. The Princess and her servants are down by the river's edge where they find the baby. On the opposite bank of the river and at some distance is Moses' sister Miriam, who with their mother is watching over him. While making the picture tell the story to the children and let them discuss all points in detail.

There are many stories in the Bible which can be learned and enjoyed in this manner. There is the making of Noah's Ark; Moses and the Israelites crossing the Red Sea; and stories of Joseph and of David. In the New Testament the vision of the Shepherds, the Wise Men visiting the Manger, and many other stories depicting the life and good works of Jesus and His disciples in the Holy Land.

X

THE SCRAPBOOK

HAVING once acquired the art of cutting, the fascination never ceases even to all ages. It is, therefore, wise to keep enough material on hand so that little fingers may have enough to do. Find a place somewhere in the home where old magazines may be stored and yet be accessible. There are so many magazines published (the post-office service is so extensive that the smallest corner of the universe may be reached) that subscribing for a publication should not be considered a luxury, but an educational factor for young and old. Children never tire of returning to the back numbers, and of course some pictures are more appealing to them than others. These they would like to preserve and so the scrapbook comes into existence. Inexpensive scrapbooks may be purchased, but most children are well satisfied with those they make themselves or with the assistance of Mother or Big Sister. A heavy paper called "mounting" or "construction" paper can be purchased in large sheets which should be cut into four parts, folded in the middle, thus making two leaves of each piece. If the large sheet is 24×36 inches, cutting in the way described, there will be four parts 24×9 inches. Put the four sheets together and fasten down the center fold with brass pins, or tie with raffia or worsted. For this purpose choose paper of soft gray, brown, dark green, or black, as these colors make

CHILDREN'S OCCUPATIONS

a better background for pictures. A still less expensive book to prepare is the one made from brown wrapping-paper smoothed out by a warm iron. Make in the same way as described, having any dimension of paper desired, remembering to make the length twice as long as the book will be when finished, then you can make the fold in the center.

There is an opportunity for training the child's eye in regard to good taste, choice, and color of pictures while arranging a page. Do not crowd them together or have different ideas mixed on the same page. Have a page with flowers and another with automobiles, another with animals; but all three subjects, while good in themselves, detract from each other when together, and are not at all artistic.

The wondrous postcards which have grown in favor the past few years lend their part in the development of scrapbooks. I believe that they need to be in a book set apart by themselves. In the first place, being of a heavier paper than that cut from a magazine, they do not look well together. Further, their high coloring often does not blend with other pictures and they seem to tell a personal story all their own, as coming from friends who are traveling or visiting.

Such attractive scrapbooks may be made for the nine-months-old baby, using material that will not tear, but will stand the reckless treatment of tiny hands. Baby enjoys looking at books, and as he has not learned either the control of his hands or the proper use of books, the books he does get hold of are generally in sad condition soon. He needs a book of his

THE SCRAPBOOK

own, one expressly made for him that he can enjoy and not harm. One of the most useful to give him is a book made of holland window-shade material. You can buy it anywhere that window shades are sold, and they will cut it for you any dimension you wish. A good-sized book can be made from one yard of material, and the edges are best finished with the blanket stitch. Heavy cambric serves well, as the edges of a page can be snipped all round in points with scissors. From the box of left-over cotton materials, select some denim or khaki cloth. Make any size page the cloth affords, but one 6×8 inches or 8×10 inches makes a book which is easy for the tiny child to hold. Around the edges of these pages work a coarse buttonhole stitch with worsted. Glue should be used in making this book, as it adheres to the cloth better than paste. Use much care in putting the pictures in so that the entire edge is securely sealed. Thus the baby cannot raise the picture from its place. One picture on a page of a small book is sufficient for a child to look at, talk to, and tell wonderful stories about in his childish glee. The pictures should be chosen to suit the baby's world of knowledge and experience. Pictures of animals, flowers, children, mothers and fathers, and home activities are interesting to the little ones. When choosing pictures, the size of the objects and general simplicity of their forms should be taken into consideration.

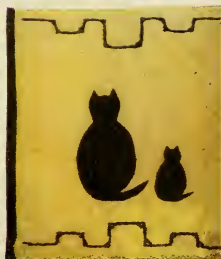
Six attractive book designs are given here as examples of good taste as well as representing materials found inside the home. One is made of green paper, fairly heavy in weight. The tulip border and boy were cut from the

CHILDREN'S OCCUPATIONS

front cover of a magazine. Another is made of plain brown wrapping-paper with a cut-out figure pasted on. The lettering is well done by a mature hand. There is one made of green denim with coarse blanket stitch holding the edges from raveling. Every child would fasten his eyes on the brown denim book cut in the shape of a bunny with a white pompom made for a tail. The gray cambric is neatly put together at the side, and the edges of the pages are snipped off as a finish. The small orange cambric book with its black cat comes in for its share of good points. It is an easy size for a tiny child to hold. The color is attractive, and best of all, it is well finished. Each page is made double, the seams coming on the inside so that the edge is finished of itself.

For an older child the scrapbook becomes a memory book or place to preserve treasures of his own work. Pictures that he has drawn with pencil, colored crayons, or water-color painting, and paper-cut designs, all find their places in this book. I cannot refrain from speaking here of the great joy and comfort which are derived from scrapbooks as gifts. Here is one of Mother's greatest opportunities to instill in the minds of little folks the joy of doing for some one else. This missionary spirit is keen, once it is awakened, and the gift of scrapbooks to hospital children, or filling boxes for foreign lands, brings joy to the children who give and gladness to those who receive.

The Sunday afternoon hours which are so often problems to the mother can be filled with wholesome occupation in the making of scrapbooks. The questions and



SCRAPBOOKS

THE SCRAPBOOK

discussions which would arise over each picture chosen would be of great educational value. This is a time when the parent gains much in comradeship with the child as well as the occasion to give the child information of value. Years afterward recalling the memories of such Sunday afternoons will be cherished as the foundation building of right and wholesome thoughts and principles in the minds of many men and women.

STORY-BOOK

AN interesting book to make is the illustrating of a story by means of cutting out pictures or words which pertain to the subject at hand. For example, sandwiches are being passed for luncheon, and bread becomes the subject of conversation. In the scrapbook its process of development can be worked out with interest by placing on the first page a picture of a field in which a man is ploughing. The next page a picture of a wheat-field in all its beauty. Next comes an illustration of a machine which cuts the wheat down and binds it. Perhaps a picture of a threshing machine can be found, too. The mill where wheat is taken for grinding comes next, then a picture of a barrel of flour. The child of to-day thinks of the purchasing of groceries at the store, therefore he will want to add a picture of a grocery store to his collection. In the advertising columns of magazines one can easily find pictures of the cook making bread and putting it into the oven. The crisp loaf of bread cut into slices and happy children eating bread and jam are found in illustrations, too. With their bright eyes children will quickly find pictures of almost any subject you

CHILDREN'S OCCUPATIONS

are willing to discuss with them. Such books, compiled in this way, would be worthy of perusing by all ages.

PUZZLE PICTURE BOOKS

FOR the child who is old enough to read, the following is an interesting occupation: Take a short story, write a few words, and when a picture can illustrate the next word cut it out from some advertisement and paste it in the place where the word would naturally be written. For example, write, "This is the (dog) that worried the (cat) that ate the (rat)," etc. The dog, cat, and rat would be pictures. This work not only keeps the children busy writing words, finding pictures, and cutting them out, but they become familiar with the subjects and story too. When these books are well done, they too give pleasure to the little patients of hospitals.

CUT PUZZLE PICTURE BOOK

To the convalescing child who can sit up and paste pictures, give a blank book ready to be filled. Now take a pretty postcard, cut it up into eight or ten irregular pieces, and carefully place the pieces in an envelope and seal. Send with your book as many sealed cut-up pictures as there are pages to fill. This idea serves two purposes: first, with one envelope at a time the child must work out the puzzle on a table beside him; secondly, when this is completed he then can have the fun of pasting the pieces in correct position on the page of the book. Thus the entire process will take up many hours that might otherwise be restless and unhappy. Children will also take great pleasure in preparing the

THE SCRAPBOOK

sealed envelopes of cut-up pictures which might well serve for a Christmas or birthday present.

DOLL-HOUSE SCRAPBOOK

THE doll-house scrapbook has its fad with every little girl. A catalogue of a large furniture store has page after page of pictures from which to choose the furniture of different rooms. Any furniture store of a large city will send a catalogue upon request. A double page of a scrapbook is called a room. Appropriate furniture for the living-room, dining-room, kitchen, bedrooms, and even playrooms is selected, cut out, arranged, and pasted on the pages, and it seems quite like a real home. Dolls cut out from fashion plates, home-made or bought, may come to live in this house, passing from room to room as the pages are turned. In this compact book form, the doll-house can be carried to call on a friend, carried on a journey, or packed in a trunk. Elaborate books can be purchased, which are all prepared to be cut out with instructions as to placing of furniture, but the home-made scrapbook is quite as dear to the heart of the little girl because she worked and planned it herself.

PAPER DOLLS

THERE must be people to live in this scrapbook doll-house, and a family must be created. These can be chosen from the advertising columns of magazines, especially the fashion books. Skill with the scissors is quite essential to cut some of the figures, and the children may ask for assistance, but they will spend many

CHILDREN'S OCCUPATIONS

happy hours at this occupation. The universal demand for paper dolls is so great that even daily and Sunday papers have printed, in colors, dolls with their wardrobes. Many women's journals have set apart pages devoted to paper dolls' patterns, furniture, scenery, and animals. Paper dolls and their sets of clothes can be purchased either to be cut out or already cut and ready to be played with. These make excellent gifts and are very much enjoyed, but often the dolly that is loved the best is home-made. A favorite picture of a child can be traced and retraced upon heavy cardboard. On thinner paper draw a dress much the shape of the doll. Once Mother makes a pattern, many dresses of a variety may be made by using colored crayons or water-colors. Usually the little girl designs dresses similar to her own. Wall-paper is used for dresses or for suits for the boy paper doll. More elaborately made dolls' dresses may be made from crêpe paper. Cut from white paper the shape of the dress and paste colored crêpe paper on as is desired. An entire outfit of this material with directions for making is put out by the Dennison Paper Company, Boston.

A most interesting family of dolls, representing different countries, can be made which will not only serve for pleasure, but for educational purposes. From magazines, especially missionary publications, these designs can be traced from pictures as before suggested. The costumes may be colored with crayons or paints or be made of tissue paper. Stories should be told with each dolly which describe manners and customs of the country which it represents. The "Everyland Magazine,"

THE SCRAPBOOK

156 Fifth Avenue, New York City, furnishes a wealth of material especially adapted for the use of children of all ages.

Dolls can be cut out from a piece of paper folded over, one side being drawn and cut on the double. When the fold is opened the whole doll will be there. Many folds made from a long piece of paper and cut in the same manner will become a row of dolls joined together when opened. Simple amusement like this will delight a young child even though he cannot do it himself. Paper dolls, which will easily represent little playmates in the child's imagination, may be made from pieces of paper, by folding, as follows:

THE MAKING OF JACK AND JILL

TAKE a piece of manila paper seven inches long, six inches wide. Make the book fold, then fold over again, making the shape seven inches long and one and a half inches wide. Take another piece of paper six inches long, four inches wide, and fold in the same manner, having it six inches long and one inch wide when folded. Place the narrow piece of paper at right angles on top of the wider piece and one and a half inches down from the top. Take a piece of red string twelve inches long. Bring it from the back to the front, cross the two ends at the center and down over the narrow strip, carrying it to the back again and tie. The top of the paper represents the doll's head, on which draw, with crayons, brown hair, a nose, eyes, and mouth. The cross-piece of paper represents the arms. Color these as blue sleeves. With scissors cut each end in curved lines to

CHILDREN'S OCCUPATIONS

make the hands. Cut up through center from the bottom edge about one and a half inches to make the legs. A few strokes of black crayon on these will represent shoes and stockings. Color the rest of the paper to match sleeves and complete the suit. Jack is now complete.

Jill is made in the same fashion, but make her dress and sleeves another color. Her dress goes to the very bottom, so no legs will be cut on this doll. These dolls, as you see, can be made on short notice and at a time when only this simple material is obtainable.

XI

TOY-MAKING

A CHILD'S play is necessarily imitation of things he sees; therefore, if his toys are to be of any use to him, they must bear some actual relation to the world in which he lives. The toys that will be most instructive are those that are made by him, and the crude toys that are made in the playroom with materials at hand are dearest to his heart.

Every child, therefore, should have raw materials placed about him, and with a few complete toys in his possession as an incentive and as models, he will be happy and busy all the day.

Children are often destructive because the elaborate toy given them must be examined. They want to find out how it is put together. The finished toy placed in their hands soon loses its interest, and they turn from it to something new. A train of cars made from spools, sticks, and cardboard boxes will give infinitely more pleasure than the train of cars which require a knowledge of engineering to run. An incident in real life may exemplify the foregoing truth.

There were two boys each being the only child of adoring parents. Financially these parents were able to gratify the desires of the children for toys, and to lavish every possible gift on them. After having seen many dollars' worth of toys thrown aside as useless, one boy's play-room was provided with a small carpenter's bench,

CHILDREN'S OCCUPATIONS

a set of tools, nails of various sizes, a bundle of laths, and some soft pine. That boy was the king of the neighborhood. Callers were sometimes led to believe that the upper part of the house was being reconstructed, but the reconstruction was in the nerves of a small, overstimulated boy.

One day the mother of the other little boy was calling at this home and asked to see their son's playroom, saying: "I do not see what you can have in it that bewitches my boy; the moment he is out of bed he wants to come over here; he cries when he has to come home; and yet there is n't anything made for boys that you can't find in his playroom. Only the other night his father brought him home a train of cars that cost twenty dollars. Of course he cannot play with them himself, because you have to have alcohol to make them go; but his father plays with him every night and morning; yet he does n't care a fig for those toys."

The two mothers went to the bright, sunny room at the top of the house. Every toy that had been bought and given to the small boy was in its proper place on the shelves; but the room was littered with shavings and chips of wood. The boys were wildly excited over the building of a henhouse. Probably there was not a hen within four miles of that home, but that made no difference to the boys; they were n't interested so much in the occupant as in the construction of the house.

Until one's attention is called to the fact, one is surprised at the store of supplies found in the waste-basket. Empty boxes, spools, silver foil, and pieces of cloth are some materials always to be found in the home.

TOY-MAKING

The accompanying illustrations give much food for thought with the foremost idea in mind that no money need be spent if the garret has not been too thoroughly house-cleaned.

CLOCKS

EARLY in the child's life he becomes enamoured of clocks. From the big grandfather's clock in the hall to the little watch on Mother's wrist, his attention is always called to the "tick-tock." What fun it is, then, to make facsimiles of these which will amuse the baby. There is the kitchen clock. The foundation of this is a small empty ribbon bolt. Cover it with silver foil, which may have come around cream cheeses, chewing gum, or sweet chocolate. Push two brass fasteners through the bottom part, which will represent the legs. On the top, screw in a brass ring for a handle. The face of the clock may be drawn carefully on a piece of white paper and pasted on one side; if, however, you search diligently in magazine advertisements, you will surely find faces of watches or clocks which can be cut out and used.

There are two types of grandfathers' clocks here illustrated. One is made from a black, heavy cardboard box. In the cover part is cut a long window, through which is seen the pendulum. The face is pasted above this aperture. The pendulum is a wooden ball tied to a string which is attached to the top inside the box. Unless the pendulum is made of something with weight, it will not swing sedately.

The other clock is made from a Nabisco cracker-box. Cut out the pendulum window from one long side. Cut

CHILDREN'S OCCUPATIONS

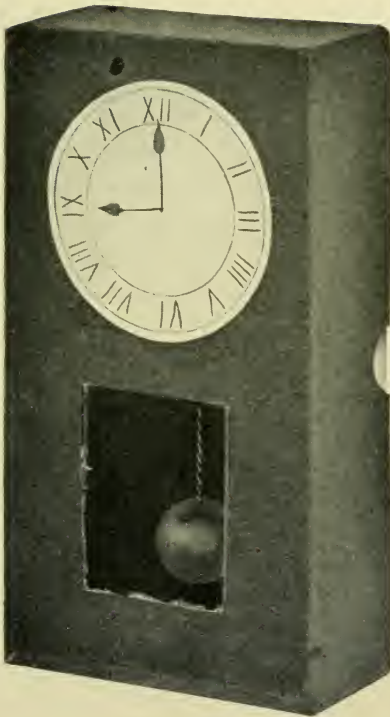
up an inch from one end on the four sides between each corner. By so doing the legs are made and it will stand up. The top of the clock may be treated in the same manner as ornamentation. These corners cut down one half inch. Swing a pendulum down from the top inside the box. A clock-face is added as before described and a very attractive clock is made for the doll-house.

As a child grows older his great desire is to learn to tell time. Perseverance on the part of the child and patience from Mother and Father is the only way to this victory.

As a help and guide it is suggested that a simple dial be made with which to practice. Make a circle about four inches in diameter of gray cardboard. On this draw in with coarse black figures the face of a clock. Out of black paper cut two hands, one longer than the other, and each three eighths of an inch wide. Fasten them together at one end and to the center of the dial with a brass fastener. They will pivot freely, thereby giving the opportunity to use the hands as they work on a real clock. The child can now turn the hands to all combinations and gain his knowledge with first-hand experience.

DOLLS

A DOLL is the oldest and best-loved companion from Toyland. There is not a human creature of this world, whether civilized or uncivilized, whose parent love instinct has not crept out in childhood. Even a piece of wood has been known to be called a doll. In the first chapter a few nature dolls were described, elsewhere the



HOME-MADE CLOCKS

TOY-MAKING

paper dolls are spoken of; and once more we find some other material to encourage the making of dolls.

The rag doll here shown is made of rolled white cloth. Take a strip of cloth four inches wide and a yard and a half long and roll it fairly snug. This stands for the body. About an inch from the top is tied a thread to make the neck. Above this make a face on the cloth with paints or crayons. Now make four smaller rolls of cloth, sewing on two for arms near the neck and the other two on the other end of the body for two legs. The doll is now ready to have her clothes made and put on. On the head sew a mass of black thread ravelings which will look like curly hair, especially when a hair ribbon is tied on. Sew a small piece of black cloth on the bottom of the feet to look like shoes.

This pair of twins, the worsted dolls, are attached to the ends of a long crocheted chain which can be put around the baby's neck. To make the dolls, wind several yards of worsted over a piece of cardboard, four inches long. Cut the worsted off the card at one end. As the worsted slips from the card, keep it double and tie a piece of worsted around the top to make the head. Three of these strands can be pulled out to braid and hang down the back for hair. From each side take several strands, tie and cut shorter for arms. Tie again around the center to make a waist line.

Who would believe that clothespins could be so life-like! The girl and boy appear to be a very stylish couple as they stand up side by side. Water-color paints will make the faces and also paint the boy's suit of clothes right on the wood of the clothespin. The girl's dress is

CHILDREN'S OCCUPATIONS

easily made and fastened to the neck of the clothespin as well as tied around the waist line. The hat is glued to the top of the pin. A suggestion for Halloween favors would be like the clothespin doll dressed in yellow and black crêpe paper.

A witch doll can be cleverly made by taking a candy lollipop for a foundation. Take a piece of medium-weight paper, cut it in circular fashion, and tie to a stick a short way down from the end. The paper should come to the end of the candy part and give it balance so as to stand up. On top of the stick put a marshmallow on which has been marked a face with hot chocolate. Make a yellow crêpe-paper dress, tying it around the neck and waist. Over this put on a black crêpe-paper cape. Tie a few whisks from the broom into a tiny brush and place on a toothpick. Stick this into the front of the dress. The hat should be made of black paper, pointed at the top, and with a brim. With small black streamers tie this hat on the marshmallow head. Though this doll is ferocious-looking, she is very good to eat and would make a nice place gift at a dinner party.

For the six-months-old baby, why not make a ball doll? The foundation is a ball made of cotton batting or rags tied up. Cover it over with white-ribbed stocking or shirt material. Over one half the ball stretch red flannel, and around the circumference where the white and red are joined together, finish by tying around a red ribbon. On the white half of the ball make a face with water-color paints. This toy gives two pleasures; one of joy because it rolls, and it has apparent life to the child because of the face.



DOLLS AND PETS

TOY-MAKING

ANIMALS

WHEN bath or Turkish towels give out, the holes usually come in the center, leaving the ends to make into wash-cloths. This time try making something to amuse the baby. As is seen in the picture a cat and a rabbit have been made from this material. First draw a paper pattern either from pictures found in children's books or copy from these illustrations. Make the lines and curves as simple as possible. Cut two sides alike and sew together, leaving a space at the least conspicuous place. Turn right-side out and fill the animal with soft scraps of cloth or cotton batting. Work the rags around so as to fill the parts out in as natural shape as possible. Finally sew up the open space from the outside. Black shoe buttons are good to use for eyes. Pink noses and black whiskers can be embroidered on with coarse embroidery floss. White whiskers could be of fine wire or stiff canvas threads sewed through the face and left cut to stand out. For the rabbit put a layer of canvas inside the ears when sewing it. This will help make the ears stand up. Also a facing of pink cloth can be sewed on the front of the ear to represent more accurately the pink skin of the bunny's ear.

CARTS

As children become more interested in things about them, they desire to reproduce them in smaller dimensions. Empty boxes and spools now come into use. A cart that will really go is made of half of a box for the body and the wheels are spools. Place two spools on a wooden skewer, the ends being driven through a strip of

CHILDREN'S OCCUPATIONS

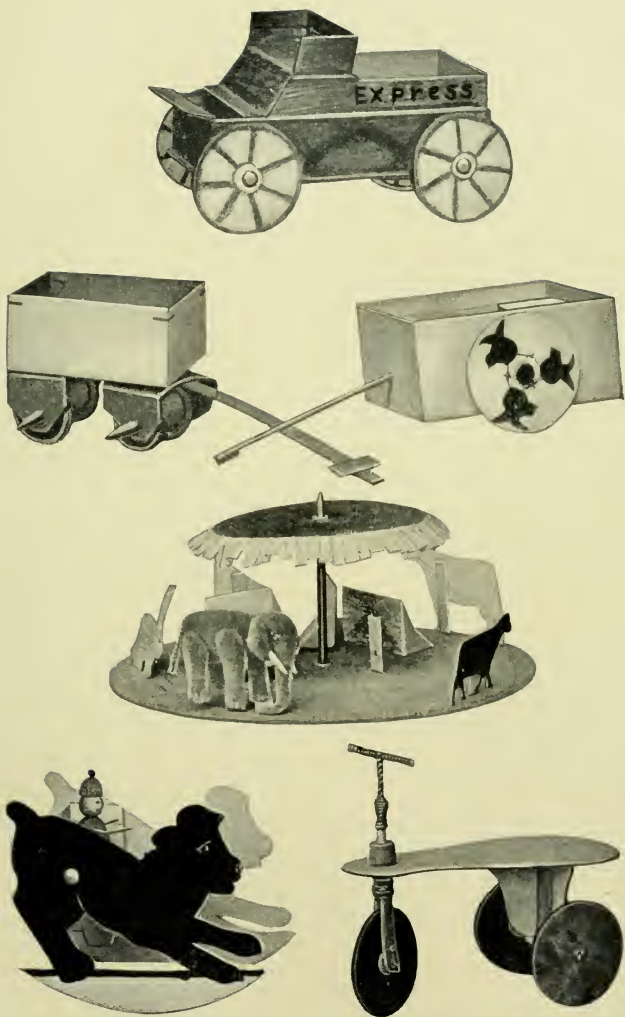
cardboard bent above it. The top surface of the cardboard is now glued to the bottom of the cart. With a pair of wheels in front and back is made a substantial express wagon. The wagon can be colored with crayons to suit the child and the name printed on its side.

Wheels made of cardboard and placed on the outside of a box can be fastened with brass pins or a piece of wire or even a wire hairpin. This crudeness does not disturb the child until he comes to the age of carpentry, and then definite technicalities are worked out.

The black rocker chair was made by cutting out two big dog figures, the bottom of which was made into smooth rockers. Between these two figures was glued part of a box which makes the chair part, with sides and a back. In place of a dog figure, a cat or a squirrel or a rabbit can be made. Seen in this rocker is a little doll made of acorns and pieces of toothpicks. He looks very happy in his chair of state.

THE MERRY-GO-ROUND

WAS there ever a child so happy as when thrilled with a ride in a merry-go-round! Let us make a little one at home just for fun and amusement. Stand a wooden skewer in the hole of a good-sized spool. Cut out of heavy cardboard a circle about ten inches in diameter. At intervals around the edge paste on animals cut out of magazines or drawn, colored, and cut out. Just inside of these animals paste on little folded chairs. Cut out paper dolls and put them in these seats. Making a hole in the center of this cardboard, slip it over the skewer so that it rests on top of the spool. Now put another spool



TOY CARTS FROM CARDBOARD

TOY-MAKING

on top of the cardboard. On the very top of the skewer place another circular cardboard decorated as elaborately as desired to represent a tent top. The lower cardboard will spin beautifully for a moment as you twirl it with your fingers, so the paper dolls will have a ride. The second spool can represent the music organ that always plays while the merry-go-round is in motion.

KIDDIE CAR

ONE of the newest forms of locomotion for the children is the ride on a Kiddie Car. This one illustrated is a facsimile which can be used by a doll. Some pieces of beaver board were found and cut into the shape of the seat and wheels. It was put together with wire and spools, and the handle was made to steer the front wheel. This runs remarkably well and has durability.

STEAM ENGINE

THIS steam engine will do any little boy's heart good if he has n't the good fortune to own a train of iron cars and tracks. The body of the engine is an empty ribbon bolt. Cardboard is used to make the caboose and cow-catcher. Spools are wired on for wheels, and one is attached on top to make the smokestack. A toy bell, which really rings, is fastened on, and the headlight is a fancy glass button found in Mother's button box. The entire engine is painted with shoe blacking.

ELECTRIC CAR

A FANCY box originally filled with candy is the electric car. One can see that front and back platforms are well

CHILDREN'S OCCUPATIONS

portrayed and the steps are not forgotten. If you can look in the windows you will find seats in a row, and on top is an imitation of the trolley. These wheels are cut out of cardboard and are stationary; but spools used as described in the express wagon would make possible the running of the car.

A CORK TURKEY

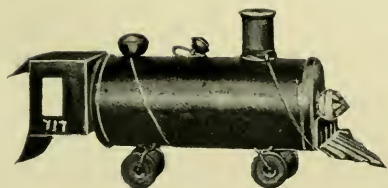
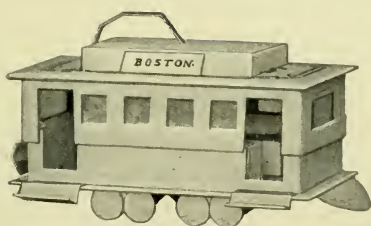
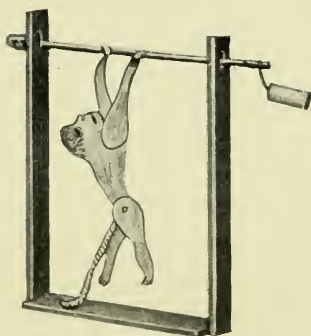
PERHAPS from the picture it would be hard to tell what kind of bird is seen here. It really would be a good suggestion for Thanksgiving Day souvenirs at the place of each guest. The body is a big cork. The legs, neck, and bill are toothpicks, while the head is a small piece of cork. Find some little feathers to paste on for the tail. If put on at a certain angle they will make the bird look quite haughty.

CIRCUS DANCERS

TAKE partitions from a box of a dozen eggs. Remove the center piece of cardboard. Out of the other cardboard cut and color the figure of a clown, boy, girl, dog, and a fancy ball. Paste these onto the different sections as seen in the illustration. By working the partitions back and forth between the fingers, you will see the dolls dance. Little children always enjoy toys that move and seem to be doing something.

JUMPING JACK

THE Jumping Jack moves also, and will delight old and young as he performs his ludicrous tricks on the cross-bar. This was made from a cigar box. Two uprights



HOME-MADE TOYS

TOY-MAKING

were securely fastened onto a piece of the box for a flooring. Joining these two uprights at the top is a round stick which is driven through holes. On one end of the cross-pole is made a handle. This is a piece of wire bent into the end of a spool. From a piece of old brown kid glove cut a shape resembling a monkey with long arms and legs. A piece of hemp rope makes a splendid tail. With glue fasten the two hands of the monkey to the cross-bar and let him hang there. Now as you turn the handle of the cross-bar the monkey turns over with it, jumping about and going through all kinds of antics expected of this animal.

BABY CARRIAGE AND CRADLE

ANY little girl would be pleased with a baby carriage or cradle for her little doll. An empty pound box is used in each instance. A straight piece of cardboard or a part of the box cover is bent over one end of the box and slipped down inside, so that a curved hood is made. The carriage has a handle and wheels attached with brass pins to make it complete, while the cradle has curved pieces of cardboard pasted onto the front and back of the box to make the rockers. A coat of white shellac is painted over these articles inside as well as outside, making them firm and durable. With dainty pieces of muslin and pink cambric these can be dressed up with pillows and coverings, which make them more attractive and enticing for play. The little sled is fashioned out of a box and covered with gold paper. Turn the cover upside down pasting it to the top of the box. Cut the lower part like sled runners. The handle is pasted onto

CHILDREN'S OCCUPATIONS

the back, and the little rings on the side are used to put ribbon through that the doll can be tied to her sled.

GLOUCESTER HAMMOCK AND STOVE

FROM a long, narrow box cut out one of the long sides. With a heavy needle carry several strands of worsted or string through each side at short intervals from each other. A few inches above tie these ends through a brass ring, one on each side. Upholster the inside of the box with colored cretonne cushion and pillows. Hold these two rings in your fingers and you will see a comfortable Gloucester hammock. To make it serviceable for the child to play with, a heavy wooden framework can be made, the rings attached to the side, and the hammock will be ready to give the doll a swing.

The stove was cut from a square box. A little door was cut out on three sides, bending it back on the fourth side. A grating was cut out on the front and a stovepipe added. Circles were scratched in to represent stove covers. This was blackened with ink, but shoe blacking or paint can be used.

DIVANS

MOST comfortable of all are the luxurious divans. The foundations are empty boxes, the covers being set up on end to make the backs. They are padded with a thin layer of cotton batting which is glued to the boxes, then covered with pieces from the scrapbag. One of these is upholstered in green *crêpe de chine*, the other with pink *chintz*. The pillows add to the attractiveness and comfort of these little seats. The green divan has four spools

TOY-MAKING

glued to the bottom for legs, while the pink sofa has four glass push pins to stand upon. These pieces of furniture are dainty enough to grace any doll-house.

CIRCUS

WHEN spring of the year comes, with its many pleasures, every child looks for the posters which announce the coming of the circus. Once a child is given a day's experience under those wonderful tents, there is enough mental action going on to keep him thinking for many weeks to come. There are the kinds of animals to be discussed, their differences, habits, and families. There are the marvelous tricks they are taught to do in captivity and the daring masters who work with them. We always remember the funny clowns who make every one laugh, and the people who do such acrobatic feats that we hold our breath in awe and fear until they are over.

All this must be expressed through play in the backyard or nursery. Often with a group of neighborhood children an original entertainment worth a penny for admittance can be made quite a replica of the circus and its charms. Children walk on hands and feet growling like a tiger, roaring like a lion, or waving their heads to which is tied a long proboscis made of cloth. Of course these elephants are waiting to be fed with peanuts. Those who wish to be clowns are dressed up in funny costumes, wear masks, and do most ridiculous performances. Let the children work out their own interpretation of the circus, not forgetting the sale of pink lemonade and peanuts.

For the individual child who must play alone or with

CHILDREN'S OCCUPATIONS

but one or two friends, it is just as interesting to create a toy circus. A corner of the playroom or top of a table can be the circus grounds. With a number of candy boxes of the same size make cages for the animals. Tip the boxes on a long, narrow side and attach some spools at the bottom for wheels. In the cover, which is the side facing you when tipped, cut out strips of cardboard, thus making the bars of the cage. Place inside the boxes paper animals cut out on a double fold of paper so that they will stand and be seen through the bars of the cage car. Use crayons to give the animals their natural coat of fur or skin. Now arrange these cages in a circle so the paper-doll families can visit them.

Beside this group other circles or rings made of narrow strips of cardboard must be made. Here the horses, elephants, and other animals come in turn to perform. From picture books trace good patterns of animals. Make dolls with fancy costumes and ballet skirts and set them on the horses' backs. Perhaps some artist friend can design some clowns for you. For the chariot races make small two-wheeled carts, and if you have gold water-color paint it will make the chariots look very true to life.

Like a toy village, so the toy circus can come to your own house to give hours of work and pleasure. The family group may develop this play with great opportunities of instruction concerning animals.

GROCERY STORE

GREAT is the fascination of a grocery store to the small child. Seeing the boxes, barrels, cans, and bottles all

TOY-MAKING

placed in rows fills him with a desire to play the game in his own play-corner. Without elaborate preparation Mother should join in the searching party to find materials in the house which will help make the play-store. Empty cartons and boxes will be filled with proper contents by the child's imagination.

A miniature store can be made to rest on the play-room table and the dolls can be worked into service as storekeepers. Three half-boxes can be set on end and pieces of cardboard set in and fastened across to make shelves. Set these boxes at right angles, giving the appearance of three sides of a store. The fourth side is left open so the child can play and have easy access.

In front of these three sides which have shelves place counters, which can be made of long, narrow boxes or folded heavy paper. With scraps of cardboard make tiny boxes to set on shelves and counters. With pencil and crayons label the articles that are for sale. Mother can spare a teaspoonful of sugar, salt, flour, corn meal, etc., to fill these small receptacles and make the play more real.

From former descriptions a wagon can be made of box and spools to deliver the grocery orders. Dolls of paper, rags, or bisque can be the people who come to buy. The money used can be small circles of gray paper. Another kind of money is made the natural size and makes a splendid means of teaching the use of real coins. Take a penny, five-cent piece, or a dime, place them under a piece of paper and with the broad side of a lead pencil rub back and forth on the paper over the coin. Presently the shape and design of the coin will

CHILDREN'S OCCUPATIONS

appear. Cut out the circle thus made and you will find money-making easy.

All these toys are just suggestions of how many more pieces of odds and ends can be put to good service rather than thrown away. It is not the costly toy the child appreciates, but the one you have helped him to create.

XII

HOLIDAYS

SUGGESTIVE PATTERNS FOR FESTIVE OCCASIONS

A HOLIDAY is a day set apart for commemorating some important event, or in honor of some person. It is a day when ordinary occupations are suspended by individuals, a community, or a nation. At those happy times children are ready to catch the spirit if shown its meaning, and a development of knowledge beyond the home ties brings new ideas.

For children we have occupations to help symbolize these events and make the holidays different from other days. Always have a story or historical description to tell why there is such a day, and with interest awakened, find some outward expression which will make the story more impressive.

THANKSGIVING

IN the fall of the year, Thanksgiving is a festival of gratitude and thanks. In another chapter has been described the building of the Pilgrim village and the first Thanksgiving Day. Thus the children are reminded of the harvesting time, the gathering of fruits and vegetables.

FRUIT BASKET

ON a piece of drawing-paper, outline different shapes of fruit such as a banana, an orange, an apple, and a

CHILDREN'S OCCUPATIONS

pear. These should be given their natural color with crayons or paints. Now fold a large piece of paper keeping the fold at the bottom. Draw or trace with a pattern the shape of a basket. Curve the sides outward and join with a handle. With paper still folded cut out the basket and handle; thus you have two sides held together by the fold at the bottom. Now paste the double handle together and around the outside edge of the two baskets, except across the top of the basket part. Here you will stick in the fruit in an artistic arrangement. On the outside of the basket a crayoned design can be drawn or lines can be made crossing each other to look like the weave of basketry. Remember to color both sides of the fruit as well as the basket. These would make attractive dinner cards if made an appropriate size for the individual plate.

THANKSGIVING PIE

TAKE a paper plate, such as are used for picnics, and fill with animal crackers or popcorn. Cover the top of the plate and its contents with orange tissue paper, pasting it down around the edge of the paper plate. Now the goodies are inside the pie, and the fun comes when each one who is given one is surprised when he tears open a corner of his Thanksgiving pie.

CHRISTMAS

CHRISTMAS is essentially the child's festival, and its true significance — the blessedness of giving — is strongly imbued in his mind as he makes not only pretty trimmings for the tree and home, but creates

HOLIDAYS

gifts to give to those so dear to him. Only by giving gifts can the true meaning of the great gift of peace and good-will be impressed. An old legend of "The Origin of the Christmas-Tree" is full of the spirit of the season. It runs as follows: Two children are sitting by the fire, on a cold winter's night. A timid knock is heard at the door, and the boy runs to open it, to find a child standing outside in the cold and darkness, with no shoes on his feet, and clad in thin, ragged garments. He is shivering with cold, and asks to come in and warm himself. "Yes," cry both the children, "you shall have our place by the fire. Come in." They draw the little stranger to their warm seat, share their supper with him, and give him their bed, while they sleep on the hard bench.

In the night they are awakened by strains of sweet music, and looking out see a band of children in shining garments approaching the house. They are playing on golden harps, and the air is full of melody. Suddenly the stranger child stands beside them, no longer cold and ragged, but clad in silvery light, and his soft voice says: "I was cold, and you took me in. I was hungry, and you fed me. I was tired, and you gave me your bed. I am the Christ-Child, wandering through the world to bring peace and happiness to the hearts of all good children. As you have given to me, so may this tree every year give rich fruit to you." So saying, he broke a branch from a fir-tree, planted it in the ground, and disappeared. But the branch grew into a great tree, and every year bore golden fruit for the kind children.

CHILDREN'S OCCUPATIONS

The joy of the greeting to the Christmas-tree may be voiced in very simple words:

“Oh, happy day! that brings to me,
With laden bough, the Christmas-tree!
Christmas-tree! Christmas-tree!
Hurrah! Hurrah! for the Christmas-tree!

“Oh, happy day! we sing again,
That brought good-will and peace to men.
Christmas-tree! Christmas-tree!
Hurrah! Hurrah! for the Christmas-tree!”

PAPER CHAINS

I. THE simplest form of paper-cutting can become a thing of beauty and is something a child can do. For the inexperienced child, draw with a ruler lines that he can follow. Colored paper, or paper crayoned or painted by the small child, is still more interesting; it must be cut in narrow strips, all being the same length. A fair proportion would be six inches in length and five eighths in width. These ends are then pasted together after being put through the loop of another link. Thus yards and yards can be made for Christmas-tree and room decorations.

II. Another form of chain may be made by taking long strips of paper two or three inches wide and folding them in halves, lengthwise. While still folded, cut slits along both sides three eighths of an inch apart and across the fold to one half inch from the other edge. Cutting on the opposite edge pass between the other slits, thus alternating. Now open the long piece of paper and pull by the length. As is shown in the illustration you will make a very pretty chain.

HOLIDAYS

III. With a long, strong thread, string in order first a red paper circle an inch in diameter, then the same size piece of cotton batting, followed by an inch-length piece of straw. Repeat in same order until the end of the thread.

IV. Cut out four-inch squares of white tissue paper. In each square tie a marshmallow or one hard piece of candy. Tie these connectedly with one long piece of string, and later on there will be much sport in the tug-of-war for the sweet trophies of the tree.

CHRISTMAS LANTERN

TAKE a piece of paper about five inches by nine inches. This may be red or green paper, or better still, painted in two-toned colors suggested in the painting chapter. Paint or crayon a solid band of black, one half inch wide, at the top and bottom of paper. Now fold in half, the painted or colored side out. With the fold of the paper toward you, cut in one half-inch spaces to the black border. Now open the sheet of paper and fasten the two ends with brass fasteners or paste. Over the top tie a piece of worsted or use wire with which to hang the lantern.

CHRISTMAS BELL

FROM the pattern illustrated cut two red or green bells. Fold them down the center, and while folded cut out the small square loop at the top. Put the two bells together, sewing them down the crease with same colored thread. Through the two top loops tie worsted to hang it on the tree.

CHILDREN'S OCCUPATIONS

CANDY PAPER BAG

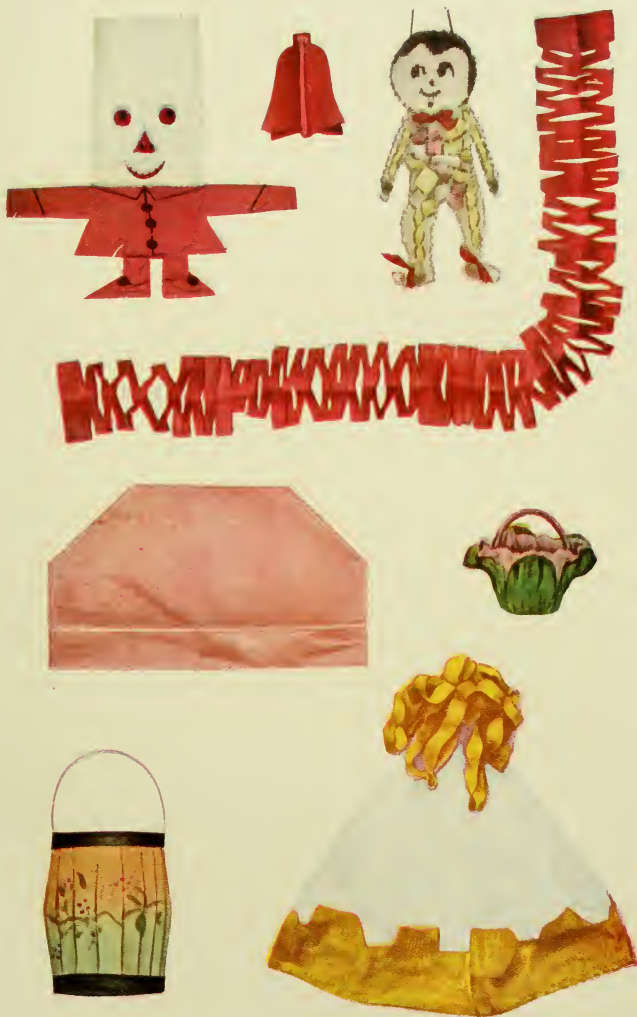
BUY a quantity of small, white paper bags at your grocery store. As is suggested by the illustration, cut out a body of a man, pasting it on the lower part of the bag. Cut out circles for eyes, pieces for a nose and a mouth; paste them farther up on the bag. With a black crayon a few strokes will make his suit and a collar as well as lighten his eyes. When the bag is filled with candy or popcorn, tie the top with red worsted, leaving ends long enough to tie again into a loop so it can hang on the tree.

CANDY DOLL

FROM coarse scrim or canvas cut two dolls about eight inches long. The shape is suggested in the illustration. The head must be made the size of a large peppermint. Sew the two dolls together with a coarse blanket stitch, using red worsted. As the different parts are completed, fill in with small, hard candy. A licorice jelly bean at each toe looks like shoes, and red jelly beans at the beginning of each arm look like hands. A long stick of candy down each limb is advisable to hold the legs and arms in good position. Fill the body part with smaller candies. Finally place the big round peppermint between the two heads and sew it in. With melted chocolate mark a face on the peppermint before sewing it up. This is far more attractive than the plain bags of old if you allow plenty of time to make up the candy doll.

FLOWERS AND SNOWBALLS

PREPARE tissue paper into four- or five-inch squares, using red or yellow preferably. Fold each piece into four



CHRISTMAS-TREE DECORATIONS

HOLIDAYS

squares, making the handkerchief fold. Take a strong thread and needle and string these folded pieces one by one at the folded point. After stringing eighteen or twenty pieces, take the two ends of the thread and tie tightly in the center, leaving a long thread to make a loop. Then with the fingers open up these folded pieces, and the irregular ball shapes will look just like shaggy red and yellow chrysanthemums. With the loops hang them on the Christmas-tree. They will make very bright decorations. The snowball is made in the same manner, using a circle of white tissue paper, folding and stringing in the same manner. After the ends are tied together, open up the circular fold which will help make the fluffy ball. These, too, are to be hung on the Christmas-tree.

SANTA CLAUS

FIND a good picture of Santa Claus in a book or magazine. The artist of the family must now be called in to dissect him; that is to say, to draw separately the different parts including the body, arms, legs, and head. After working out satisfactory patterns, trace them on heavy paper for the child to cut out. Let him take his crayons, coloring his suit red, belt black, leggins red and black, and cap red. After this is completed, fasten the legs, arms, and head in respective places upon the body by means of small brass fasteners. This makes it possible for all parts to move. Paint in a face and paste cotton on for his beard and any white fur trimmings desired. With a string attached to his back he can easily be hung on the Christmas-tree.

CHILDREN'S OCCUPATIONS

JACK-IN-THE-BOX

ON a piece of paper draw a head about one and one half inches in diameter, with a pointed cap on top. From the neck down, for about an inch, draw irregular, jagged lines representing the springs of a Jack-in-the-Box. Below this leave an inch of plain paper about three and a half inches wide. Having made this as a pattern, outline it again so that the child may cut it out himself.

Take a piece of paper eight by four inches in dimensions. Fold this over double and paste along the edges of the two sides only. Now at the top insert the Jack into his box and paste or seal down about an inch of the edge on each side of him. This prevents him from falling out. In the top of his pointed cap punch a hole in which is tied a piece of worsted. You see he will disappear into his box, and then pull him up quickly as far as he will go. By the loop of worsted he can be hung on the Christmas-tree. Jack and his box can be colored with bright colors. If several are made as decorations or souvenirs a variety of colors will be very attractive.

CANDLESTICK

GIVE the child a pattern of a candlestick to outline and cut out. The candle can be represented as standing in a tall, plain holder, or in a short one which has a round tray for the bottom. Be sure to cut out a point at the top of the candle to represent the flame. Color the candle-stick red, green, or yellow like brass, and make the flame of the candle orange. On the part which represents the tallow candle cut and paste on a long piece of

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sandpaper. Now paste the candlestick upon a green or brown card. Punch a hole at the top of the card through which raffia may be tied. This makes a useful match-scratcher for Father which he can find hanging on the Christmas-tree.

WRISTWATCH

I. CUT out a circle of cardboard one and one quarter inches in diameter. Cut another circle, of the same size, of gilt paper and paste it on top of the cardboard circle. Draw the face of a watch on a smaller white circle or cut out one from an advertisement. Paste this on top of the gilt circle. Punch a hole on two opposite sides of the watch through which put a piece of yellow worsted and tie around the child's wrist.

II. Cut out of heavy gray paper a pattern all in one piece, the center part shaped like a circle, and from two sides taper down to two narrow ends like a strap. On the circle part of the paper put the face of a watch. Put the long, narrow strap ends around the child's wrist and fasten with a small clamp or brass fastener. This watch resembles one made of silver.

TRANSPARENCY

FOR years we have seen pretty glass pictures hanging in the windows of friends' homes. Sometimes there would be a scene like Niagara Falls, sometimes photographs of children, and again it might be a butterfly in wonderful colored glass. It is always fascinating to see the light shine through these pictures. It has occurred to us that children can make pretty pictures and hang them up to

CHILDREN'S OCCUPATIONS

see the light shine through. There is a wide field of experiment in this occupation, and a few suggestions will carry the child's imagination afloat to many illustrations he would like to try. Three examples are here produced. Every child has seen the colored light through a church window; therefore, in his night picture he cuts out of the black church a window. Back of this he stretches a piece of red tissue paper. Holding it to the light he gets a soft red coloring.

The flock of bluebirds are cut out of white paper, and over the entire back is pasted a piece of blue tissue paper. Another white paper, cut out like the first, may then be fitted on and both sides will look alike. A black paper border sets off the contrast to the bluebirds. A cord or piece of worsted can be tied across the top so it can hang up at the playroom window.

If it is not advisable to own live goldfish, then what fun it would be to make-believe! Take two good-sized pieces of dark green or gray cardboard. From the center of each cut out a bowl of the shape of an aquarium. Paste over each cardboard, where it has been cut away, a sheet of white onion paper. Cut out from orange-tint coated paper little goldfish, and seaweed or moss from green paper. Paste these on the inside of one of these white bowls you have just made. Now paste the two sides together and place a piece of worsted or cord at the top. Holding it to the light, you can see the fish swimming about in their glass bowl.

Each festive season will give a suggestion for a subject in transparency design. The Halloween pumpkin with glittering eyes, the snowman in winter, Santa Claus



TRANSPARENCIES

HOLIDAYS

and his tiny reindeer, the moon and stars, rabbits and chickens, and boats sailing by moonlight, are all equally attractive subjects for reproduction. With the help of an older person a scene or conventional design could be developed for a candle shade; a suggestion for a Christmas gift to give to Mother. Paper, scissors, paste, and good ideas will keep many a child out of mischief and possibly start him on the road to greater things.

VALENTINE'S DAY

DATING back to the worship of the goddess Juno messages of love were sent at about this time of year. In later years a festival was observed in memory of a Christian saint named Valentine on February 14th. Thus comes to us the custom of sending love messages on Saint Valentine's day. These messages are now called "valentines."

Among the children it has become a happy event surrounded with sweet thoughts and mystery as to the sender of the greetings. The older child feels the necessity of buying elaborate cards and valentines, but the little one is delighted to cut out of red paper, heart shapes and arrows, and to paste on small colored pictures, or to use crayons for decorating and printing words of love, perhaps helped by an older adviser.

VALENTINES

I. IN the center of a red heart cut a short vertical line. Cut across the top and bottom of this line a short distance left and right. Bend back these pieces to represent the opening of shutters. On the back of the card across

CHILDREN'S OCCUPATIONS

the center, which is cut, paste a pretty picture or a love message, so that when the window is opened a pleasant surprise awaits the receiver.

II. Cut hearts on folded paper so that two may be slightly joined together at the side or at the two high points of the curve of the heart. Decorate with pictures or gold-paint lettering.

III. Cut out a red heart about four inches in length. Make two holes near the center and pass a piece of colored worsted through them. As the two ends come up on the front side tie in a candy kiss wrapped in oiled paper. Above the candy print, "To you a " and below the kiss write, "I send."

IV. Take a piece of paper six inches square, and paint it bright red on one side. Find the center of the square on the unpainted side and fold over four corners of the square to it. Now you will see the red side. On these four red corners trace hearts that will fit in that space, turning the lower points of the hearts toward the center. Now cut them out and you will find you have double hearts. Open these up and write a verse on the white inside. Now fold the hearts over again and join them together with a gold heart at the center. The one who receives it will have to break the gold heart open to see what is written inside.

V. More elaborate valentines can be made by using the lace perforated paper which comes in candy boxes, or by using paper doilies. Hidden under this material are placed pretty pictures and poetry. The Dennison Paper Company make boxes filled with valentine material which can be purchased in the toy departments of stores

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LINCOLN'S AND WASHINGTON'S BIRTHDAYS

CHILDREN know the joy of celebrating a birthday, and in this month of February we have the birthdays of two important men to make into holidays. Because they were good and brave and helped the United States to be the great nation that it is, we want to show our respect for them. It is therefore fitting that patriotic festivities be enjoyed by the young children. Songs of patriotism should be sung, soldier games played, and some form of mementoes should be made on these days. February 12th is Lincoln's birthday and Washington's comes on February 22d.

PICTURE FRAMES

I. MAKE a picture frame by folding red paper as described in another chapter. In this frame put the picture of Lincoln or Washington. These pictures may be found in magazines, especially in the month of February, or may be purchased in small sizes, for a penny apiece, of Milton Bradley. In this way a child becomes familiar with the faces of these great men.

II. Cut two gray cardboard circles six inches in diameter. From one circle cut out from the center a circle two inches in diameter. In the center of the large circle paste a picture of Washington. Now put the two circles together and around the outer edges punch holes at regular intervals. With red worsted sew over and over once, and the second time go the other way to make a cross-stitch. This completes the frame. At the top tie a loop of worsted by which to hang it up.

CHILDREN'S OCCUPATIONS

BADGES

THERE seems to be a loyalty and fellow-feeling that arises when a group show their spirit by wearing a badge. This may represent an emblem of an event or loyalty to a cause or person. Children are quick to catch this spirit, and to make a badge of their own will make them prouder still.

I. Cut a circle two inches in diameter out of red paper. Cut a second circle of white an inch and a half in diameter, and a third circle of blue an inch in diameter. Paste one on top of the other in the order given; thus the three colors are shown. In the center paste a small flag "sticker," the kind which come fifty in a box. Through a hole punched in the outer red circle tie a piece of worsted in a loop so it can be hung on a button of a coat.

II. Make a badge as before mentioned, only place a small picture of Abraham Lincoln or George Washington in the center instead of the flag. Three pieces of paper of red, white, and blue, cut about four inches long and half an inch wide, are pasted underneath the circle and hang down in a row.

III. Cut a piece of cardboard the shape of a three-leaf clover. Cut out three circles of the three colors and paste them on the three petals. In the center paste a picture of either Lincoln or Washington. Make a hole at the top; tie with ribbon or worsted.

IV. Cut two strips each of red and white paper, three inches long and one half inch wide. Notch both ends. Paste two white pieces on top of each other and at right

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angles. Paste the red pieces across each other between the white pieces. In the center paste a blue circle an inch in diameter. In the center of the circle paste on a gold star.

V. Instead of cutting three sets of circles, cut out three sizes of stars, placing a white star on the red and a small blue star on the white. This badge can be pinned or tied onto the coat.

BOOKLET

A STRIP of white paper, seven inches long and three and one half inches wide, folded in half, forms the booklet. On the outside is pasted a square of blue paper slightly smaller than the cover, and on this is pasted a still smaller square of red. On this again are pasted two flags crossed (use Dennison's flag stickers). Inside the book on one side place a picture of Abraham Lincoln, and on the other side a small picture of the log cabin in which he first lived.

KNIGHT'S FLAG

THE knights of old, with their good works and brave deeds, furnish fascinating stories to inspire youth. At an appropriate time when these are discussed, children like to make a knight's flag as history portrays it. Make a flag two inches long and one inch wide. In the center paste a red cross cut in the shape of the Maltese cross. At the outer end of the flag cut an indentation. On the other end put some glue and wrap it around a toothpick which makes a handle.

CHILDREN'S OCCUPATIONS

SPRING

WITH the coming of spring and the Easter message, the child reacts to the joys of budding flowers, return of birds, hatching chickens and ducks; life has awakened. Let the children in their play express their interpretation of the world alive; planting their gardens, watching birds build their nests, and feeding the baby chickens. In the quiet hour of play at the nursery table let them do the same with scissors and paint.

CARDS

THE custom of sending Easter cards gives children an opportunity to try their skill in making them to give away. Patterns of the early flowers, as the tulip, crocus, jonquil, violets, and pussy willows, are easily colored and mounted on heavy dark paper. A yellow chicken can be cut out and mounted. From white paper cut out half the shell of an egg and paste this on the back of the chicken. Cut out a rabbit sitting up, and color a carrot or orange which he is eating. If this is cut on a fold of paper with the fold coming on a portion of one side, it will stand up beautifully when opened. Write an Easter greeting inside, or use it as a place card for an Easter party.

POT OF TULIPS

CUT a piece of drawing-paper eight and one half inches long and five and one half inches wide. Fold the paper in halves leaving one half inch over at one end. Now fold the piece over again so the paper will be five and

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one half inches high and two inches wide, with the one half inch extra which you fold back. On another piece of paper, five and a half inches by two inches, draw a pattern of a tulip and leaf growing on each side in a flower pot. Now place the pattern on your folded paper. Outline it and then cut it out. When you open this you will have four flowers in four pots joined together. With paints or crayons make brown pots, green leaves, and red tulips. Bend the four sides around to make a hollow square, and the half-inch flap is ready to be painted to the back of the flower and pot. This will stand alone and prove to be very effective to stand on the window-sill.

FLOWER POT

WITH a piece of bogus or heavy paper make a pattern of a flower pot by drawing a slightly curved line eight inches long. Opposite this line and three and one half inches below draw the same curve only four inches long. Connect the two lines with slanting lines and cut it out. At the bottom or narrow edge cut up four slits an inch apart and an inch long. Bring the two slanting sides together and fasten with brass pins. Let the cut papers at the bottom lap over each other and paste down, making a bottom to the pot. Fill the pot with sand and stick into it paper flowers and leaves which have been cut out and colored on both sides. Real flowers stuck into the sand will last for a few hours if this idea is to be carried out at a party. If you desire to paint or decorate the flower pot, do this before cutting or shaping the pot.

CHILDREN'S OCCUPATIONS

A BOWL OF PANSIES

THE bowl is three and three quarters inches high, five and one quarter inches at the widest part, tapering to two inches at the base. It may be made from pale green paper and is cut on the double fold at the top. Decorate the bowl by first washing the paper with clear water, then drop a darker green on at the top, letting the color float at will over the surface. Other colored paper and paints may be used, such as pale blue paper with dark blue paint, tan paper with dark brown, or gray paper with black paint.

The pansies are made from small circles of any combination of colors desired. For example, use dark and light purple and dark and light yellow. It takes five circles to make a pansy. Arrange the circles by overlapping to make the face. Two overlap at top, one on each side, and one in front. Touch the faces with yellow and black crayons to get the dark vein effects of the flower. Arrange five of these pansies at the top of the bowl as if coming over the edge. Paste them onto the bowl as you make them. By opening at the bottom an Easter message or poem may be written inside.

FORSYTHIA CHAINS

ONE of the earliest shrubs to blossom is the forsythia, and the child welcomes gathering a few sprays to have in a vase. To represent these flowers in hand work he will enjoy making a forsythia chain. From yellow tissue paper cut a four-pointed star with a diameter of an inch and a half. Make a quantity of these, for a long chain is

HOLIDAYS

going to be made. Give the child a needle and strong white thread; also a lot of half-inch straws. Now string first the straw, then go through the center of a yellow star, then straw, paper, etc. As the paper is put on crease it up to look like the flower. The yellow paper can also be put on in another way. Fold it over and put the needle through the double thickness of the center end. Afterwards the petals would need to be opened a little.

BLUEBIRD

ON rather a heavy piece of paper draw a pair of wings outspread and joined by about an inch of plain paper between. Next draw the body of a bird; examples can be traced from a bird book. Let the child color the lower edge of the breast an orange red and the rest of the body and wings blue. Crease the wings at the center so that the inch of plain paper acts as a hinge over the top of the bird's back. Paste these wings just at the crease, beside making a hole a short distance below, through which pass a long piece of worsted. Let the bird swing suspended from a high place in the room and it will seem as though it were flying. This idea may be carried out with other birds, and a splendid chance is given in this way to study the great variety of birds.

THE PIGEON-HOUSE

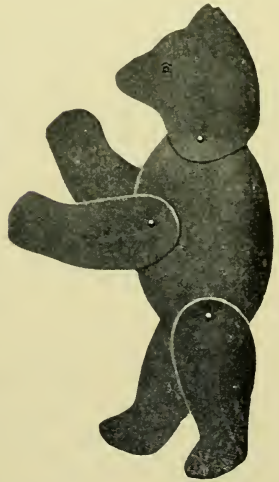
THE birds' homes are always interesting to children. Though the birds build their nests, yet many will use a little house built by human hands if it seems to meet

CHILDREN'S OCCUPATIONS

their needs. The pigeon-house pattern here illustrated is made on a fold of the paper, thus cutting at once the two sides. Also, cut in this way, it will stand. The child can cut the house outline, but doubtless he will want steadier hands to cut out the little pigeon and paste him onto the window sill of his little house. While you are telling the story of how little birds fly off into the world and then come back, or singing the sweet coo songs of the birds, the child will be happy making his bird-house and will play the experience you are telling about.

THE TEDDY BEAR

OUTLINES of large objects should be given the child at first. The combination of becoming used to handling scissors and watching the picture he is cutting often is confusing to him. Accidents happen, dismembering a head or an arm of a pretty doll, which brings grief and discouragement. Trace the different parts of the Teddy bear found in the illustration. When enlarged, these will show how simple the curves are to follow and cut. Yet when these pieces are put together a wonderful toy is made. Join the head, legs, and arms to the body at their proper places with small brass fasteners. These pins permit motion of the head and limbs. Copy a sun-bonnet baby from a child's book, making her head and arms move in the same manner. With brass fastener attach a watering-pot to her hand; then her arm can move up and down in gardener fashion. Children enjoy seeing motion in their playthings; therefore it is a pleasure to use these forms of patterns in the cut-out toys.



PAPER PATTERNS

HOLIDAYS

THE EASTER GOOSE

HAVE body, legs, and wings of a goose cut out separately of white drawing-paper. Color the bill and feet orange. Fasten the legs and wings to the body with brass fasteners. This makes an attractive novelty for Easter.

FLOATING DUCK

DRAW and cut out a duck, and extending from the feet keep on a flap which is bent at right angles and glued onto a wooden button mould. Make several of these, and then let the child have a basin of water to put his ducks in for a swim. These can be used to introduce the idea that many things live in and on the water.

THE ROCKING-HORSE

THE rocking-horse really rocks! Cut out two parts: make a flap by cutting away under the horse down to the center of the rocker. With glue put the two heads, tails, and edges of backs together. When dry bend them apart slightly. Now under the horse paste the two flaps one on top of the other, holding the rocking-horse in place. Now you will see that the pony will stand alone and rock.

THE WHEELBARROW

THE wheelbarrow will be of interest to make, especially when talking about the farmer and of how many times he has use for this hand vehicle. This pattern is also cut on a double fold of paper. The fold is seen just at

CHILDREN'S OCCUPATIONS

the top of the wheel in front. If cut in this way, it will stand alone. A shovel can be made by folding a small square piece of paper and sticking a toothpick into it. Let the shovel bend open below the toothpick.

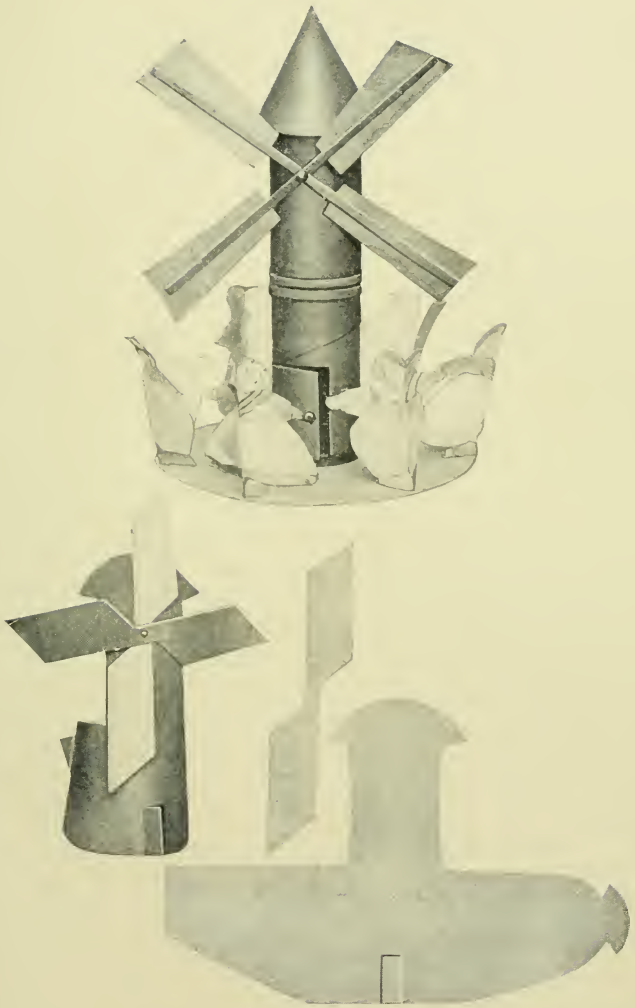
THE COTTAGE

THE cottage also is put together with glue by the chimneys and top edge of the roof. When dry, it can be bent to spread a little and then will stand alone. Cut out half of the doors on each side, bending them open a little. With colored crayons the roof can be made green, house brown, blinds green, chimneys red; and rambler roses or trumpet vines should climb over the doorways. With a group of houses like this, children can play as if living in a village. The impromptu-built house will often satisfy better than one more elaborately constructed.

THE WIND

THE wind, which we cannot see, yet does so many things, is a source of much interest and fascination. A windmill in action illustrates the story; so here is placed an attractive pattern of one which a child can cut out himself. At one side is a point which is bent around and put into the slit cut on the other side. This enables the windmill to stand up. Cut out two fans, place them on top of each other at right angles, and with a brass pin fasten them to the top of the mill. They will be free to pivot as the child pushes them or the wind catches and turns them.

The Dutch windmill represents a gala day with these little children of Holland who seem to be playing ring-



WINDMILLS

HOLIDAYS

around-a-rosey about their mill. Make a large circle of heavy cardboard. Around the edge paste the Dutch children. They are cut out on a double fold of paper and painted in the fashion of the clothing of that country. The windmill is made of two empty ribbon bolts glued one on top of the other. A conical top made of cardboard is pasted over the top, and all is covered with a coat of shellac. A door is half cut and bent back in the lower section. The fans are made of pieces of cardboard pasted onto narrow wooden slats. These are pinned to the mill with brass fasteners and are movable. This Dutch scene would make an attractive centerpiece on the table at a child's birthday party. Tiny favors, placed inside the doors, could be pulled out with ribbon streamers.

PIN WHEELS

THE simplest form of a windmill is a pin wheel made quickly from a piece of paper. Take a five- or six-inch square of colored paper. Fold it to make the two diagonal creases. If desired a design can be drawn between each fold, or a design cut from a contrasting colored paper. At about three quarters of an inch from the center of the paper make a pencil mark. From the four corners cut on the diagonal creases as far as the mark. Bend each of the four corners to the middle. Join them with a pin stuck through a small cardboard first, then the paper corners, and finally into the end of a stick of wood. Holding this toward the wind the paper will pivot round and round on the pin and give pleasure to even the youngest child.

CHILDREN'S OCCUPATIONS

WEATHER VANES

FOR the older boys and girls there are many interesting subjects from which to copy weather vanes. To one who has ever visited Cape Cod the remembrance of seeing many little wooden windmills whirling in the breeze will never be forgotten. Patterned after the historic mills of the Cape, which once helped to make salt, a piece of wood is whittled out with five sloping sides coming to a pointed top. Near the top on one side are the four fans, which pivot on a nail driven partially into the mill. On the opposite side at the bottom is a piece of wood running out horizontally the same number of inches as the mill is high. From the top of the mill out to the end of the piece of wood is a small stick, at the end of which is a small round piece of wood resembling a wheel. This construction is to represent the balance wheel of the fans on the opposite side, and as the wind turns them, the wheel turns on the ground. In the center of the bottom of this little mill make a hole an inch deep. In this place a stick which you hold or fasten to a fence or piazza and the wind will turn the mill to its quarter. At the same time the fans will whiz faster and faster.

HYDROPLANE

A BOY can easily whittle a hydroplane from a shingle. It can also be made from cardboard. Follow a picture in a magazine to make the right-shaped body. At right angles to the body fasten flat, narrow pieces at the top and bottom of the front part. At the end of these wings on both sides hold them together with toothpicks driven

HOLIDAYS

in and glued. At the nose of the body place the propeller which rotates on a nail driven into this part. Just under the front of the body and through the lower wing make a hole where a nail or small stick may go, on which the whole hydroplane pivots when the wind turns it. The propeller will turn just as fast as the wind.

MAY

WITH the month of May comes the old English custom of celebrating in festival form the beginning of summer. On May Day, the first day of the month, children gather flowers and crown a fair playmate the Queen of the May on her throne before a Maypole. Decked with beautiful colored streamers groups of children catch hold of these streamers and wind them in and out while dancing before their Queen.

A simple custom which children in many countries enjoy is the making of pretty paper baskets, filling them with flowers which they have gathered, and mysteriously hanging them on the doorknobs of their little friends' homes.

MAY BASKETS

I. FOR a foundation, take a round paper drinking-cup or a paper charlotte russe mould. Cover the outside with colored tissue paper and with paper fringe dress up the basket, tying with long streamers and putting on a handle.

II. Cut in two-inch lengths a cardboard roll used for wide ribbon or paper toweling roll. Cover the bottom with a heavy circle of cardboard. From pink and green

CHILDREN'S OCCUPATIONS

crêpe paper, cut from each color six oval-shaped petals two and a half inches long and one and a half inches wide. With paste put the pink petals around the outside of the basket letting them lap a little. Place the green petals outside of the pink in the same way and finish the bottom neatly with more green paper. Pull the edges of the petals out a little, giving a wavy appearance. Paste fringed white paper inside the basket. For a handle take millinery wire and wind it with a strip of narrow crêpe paper. This makes an effective basket not only for May Day, but for candies or nuts at the birthday table.

III. In the center of a large sheet of drawing paper make a two and one half inch square. This is to be the bottom of the basket. From each of the four sides work out a pattern of a flower or chicken or rabbit. Draw the design large enough so that, when cut out and bent upwards, the four corners will meet, making a flap which can be pasted over to the next side. This will hold the sides of the box together. Once the pattern is accurately worked out, it can be traced on heavier paper, and the child can then make it all himself. Before pasting, color the design, as it is easier to do when flat. Put on a handle with paste or brass fasteners.

IV. A simple way to make an attractive box is to cut a piece of heavy paper into the shape of a Red Cross. At a short distance from each end bend over a section, which decorate with design bands of color or vine of flowers. Two holes are punched on each side of the four sides. These four sides are now bent up at right angles

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to the bottom square. Through the holes punched on the sides tie heavy silk wool or raffia; thus the box is completed.

MOTHERS' DAY

THE second Sunday of May has been set aside to commemorate the devotion our mothers bestowed upon us. Throughout the United States the custom has been established that, if possible, every one wears a pink carnation if his mother is living and a white carnation if dead. The little children can none too early in life begin to show their appreciation of mother love, and they will enjoy celebrating this day by gathering flowers to bring to her either by hand or in a May basket.

NATIONAL HOLIDAYS

IN every country there are special days set aside for historical reasons when patriotism and loyalty to one's country should be emphasized in the life of all children. History of wars cannot mean much to them, but there is a sense of citizenship which should arise in every bosom when the national flag waves on high. Festivals appropriate to custom should be entered into by every family. If Father and Mother do this, the example is set for the children. Interest in the community, state, and nation should be embodied in the spirit and ideals of every citizen young and old.

CAMPING GROUND

THE soldier and his tent life make a fascinating subject for occupational work. In another chapter is found a

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description of folding paper to make a tent. This one reminds us of the Indian wigwam; therefore the following instructions will result in a likeness of the modern camp for soldiers.

Take a large piece of green paper or white paper crayoned green, calling it the field on which the tents are to be placed. White or light brown paper, three inches wide and five inches long, is used for a tent. Fold this paper to get a middle crease. At each end fold over one quarter of an inch. Place this quarter-inch fold down onto the green, pitching the paper at a proper angle. Make rows of tents on each side of the green. At the head of this field make a few larger ones for the officers. Brown paper can be folded to make cots to be placed in the tents. A flagpole on which is a paper flag must be before the officers' tents. If just one tent is being made and placed on a small piece of green paper, paste a small paper flag on a toothpick and insert into a hole in the top crease of the tent.

XIII

GAMES

PLAY is the chief business of the child." It is the medium through which he expresses himself, and therefore if encouraged in right channels, play becomes educational. If parents and teachers properly understand the play of children, due recognition of its value will be given it in their daily life.

The first plays of the child are with its mother. These are activities of the muscles, such as the Finger Plays described in chapter I, and different movements with the limbs. Soon he is conscious that some one is playing with him, there seems to be a special aim in what is being played, and then comes the rise of the term "game."

Unconsciously, however, the child begins to form ideas of loyalty, fair play, coöperation, kindness, and sympathy for others. There is the social coöperation and wholesome competition, as well as development of poise, balance, and an excellent means of character-building. It is said that "the new type of education must concern itself with developing ideas and ideals of coöperation." Does not the game have an important bearing upon this statement? In games a child has a chance to exhibit his ability not only to be a good leader, but to be a good follower; that is, to play the game and to back up his leader. Each child reaps the benefit of his earnest endeavors and is given due credit. The

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timid child is made less self-conscious, the over-stimulated child learns the lesson of self-control. He unconsciously begins to realize that "obedience to law is liberty." Not license but conformation to law and order brings happiness. If, then, the seeds of unselfishness, courtesy, and lovingkindness are nurtured in childhood, the flower of good citizenship cannot fail to bloom in later life.

Plato says, "Children should be brought together in groups and taught games." The group or ring game is like a firm in which all must do their share willingly and give the best that is in them to win success. It is the purpose of this chapter to suggest games which will develop the best that is in the young child. Different types of games bring out different benefits. These may be classified under different headings.

GYMNASTIC EXERCISES

THESE are concerned chiefly with the development of physical powers; exercising the large muscles, skill in coördinating them, and the growth and control over movements. In very young children we see these plays in kicking, waving arms round and round like a wheel, swaying the whole body up and down, and sideways like a see-saw. When the child gets on his feet we find him walking, running, galloping, hopping, and skipping. As he grows still older all those movements enter into the activities called games, some more strenuously than others. Jumping the rope, skating, and rolling the hoop, are activities which suggest movement every moment. Gymnastic exercises with arms, legs, head,

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and body, no matter how simple, should be used daily. It is play to the child if the commands are given with the right spirit and Father is doing them, too.

Head:

Forward bend.

Backward bend.

Left sideways turn.

Right sideways turn.

Arms:

Sideways raise, up and down, like birds.

Forward raise, hands open, shut, open, clap.

Forward raise, swing back as in swimming.

Upward raise, clap hands over head.

Upward raise, fingers move like twinkling stars.

Body:

Hands on hips.

Bend forward, backward, sideways, etc.

Legs:

Swing right foot, then left foot.

Hop on right foot, then on left foot.

Hop on both feet together.

Bend at knees and hop like frog.

Sit on floor, lift right leg, lift left leg.

All in action:

Walk slowly, walk fast.

Run slowly, run fast.

Gallop like horses.

Fly like birds.

Creep like mice.

March like soldiers.

Tip-toe like fairies.

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IMITATIVE GAMES

As the child grows, so does he imitate all that is about him. He beats the imaginary drums, waves flags, imitates all animal life. The child's whole play life is imitative, for as he enters the group and ring games he must do what others do. Playing house is an imitation of Mother in the home, and playing school is the living over again the day spent in a schoolroom. The older child is imitating teacher and the little tots must do as directed.

Follow the Leader. One child is chosen to lead and the other players form in one long line behind him. They must do exactly what he does as he keeps moving. If he skips, they skip; he hops, they hop; he sits down, they sit down; he waves his hands, they wave their hands, etc., until they are tired and all sit down to rest.

Magic Circles. A number of good-sized circles are made on the floor or playground. A leader is chosen and the children follow him imitating him running, skipping, galloping, going in and out of the circles. When the leader claps all stand still. Those who happen to be standing in circles when he claps have to leave the line and sit down. The object is to see who can stay in the game the longest and yet follow the leader.

Five Little Kittens. Five children are chosen from the group to imitate in action the verse which the rest of the children say together:

"Five little kittens playing on the floor.

One ran away and then there were four.

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Four little kittens, happy as could be.
Another scampered off and then there were three.
Three little kittens biting at a shoe.
One became tired and then there were two.
Two little kittens having lots of fun.
One got hurt and then there was one.
One little kitten left all alone.
He fell asleep and then there was none."

Toy Shop. Children are in a circle and have been singing Christmas and Santa Claus songs. All are supposed to have returned from a visit to the Toy Shop. They wish to tell what they have seen there. The play is to imitate what each one saw while the others guess what it is. Give each child a turn to act out in the center of the circle the way he would play with this certain toy. When the children have guessed what it is, they all do the same. Better order is kept by having music, doing the action to even time. Find a refrain of one of the Christmas songs which has good, snappy rhythm, playing it over and over again, slow or fast, soft or loud, according to the best way of illustrating the toy action in progress.

I. Drum.

With two hands beat the air as if holding drumsticks. Make sounds with mouth like the roll of a drum. The piano would play in the bass clef.

II. Music box.

Left hand holds a make-believe music box. Right hand goes round and round on top of it as if turning the handle. Piano plays on upper treble clef of piano while children hum in high-pitched tones the tune being played.

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III. Horn.

Hold hands in front of mouth as if holding trumpet. With the music the children sing with these words, "toot-toot-toot."

IV. Train of cars.

Circle of children turn in their places to form a line. Put hands on the shoulders of friend in front of him. With time of music take small, shuffling steps saying, "Chu-chu-chu." In this manner go around in the circle formation until music stops.

V. Baby Doll.

Each child folds arms as if holding baby. Swing arms left to right humming a lullaby with music.

VI. Jumping Jack.

Each child in squatting position. Hands on top of head. Some one says, 1-2-3. All jump up together, throwing hands up in air and squeaking like the Jumping Jack.

SENSE GAMES

THE sense plays are so called because they have to do particularly with the training of the five senses, Sight, Touch, Hearing, Taste, and Smell. These are developed through the eye, ear, and hand. Through plays and games which develop these senses the child will be trained to act more intelligently. He will be more skillful in interpreting impressions for himself as well as excel in accuracy and concentration.

Sight.

I. For the little child an excellent way to stimulate observation is to ask him to find different objects in the

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room, pointing to them when he sees them, such as the clock, rocking-chair, picture, window, book, etc.

II. Let the child tell all he sees in a picture you are showing him.

III. Have a vase containing several well-known flowers. Let him describe them, their color and shape. Do the same with a basket of fruit.

IV. Place several objects on a table. Show them to the child letting him name them and examine them. He must then turn away closing his eyes while you remove an article. He then turns back and tries to guess what is missing from the group. When a child is a little older, the game may be made more difficult. Let him look at the row of articles while you count ten, then cover them up quickly asking him to name the articles he saw. Observation and memory enter into this game.

Who is it? Children are seated in a circle formation and one is asked to leave the room. When he has gone, one or two children leave the circle and hide. The first child is then called back and is asked, "Who has gone from the ring?" If he guesses correctly, another child tries to guess; if not he must try again.

Hide the Thimble. With a very little child make the game as simple as possible. Put a small object like a thimble, spool, nut, or shell, in plain view. Tell him to get it and bring it to you. Next time ask the child to close his eyes while once again you place the object in plain view. Ask him to discover it and bring it to you. The third time ask him to go out of the room while you hide it. He finds it again, but this time tell him that he

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must not take, touch, or point to it, but just sit down when he has discovered it.

With a group of children it is played in the following way: One child goes out of the room while the object is being hidden. He returns to find it and is helped by the clapping of hands or music, which grows louder as he nears the hiding-place and softer as he goes away from it.

Color Game. Use soft, colored balls made by crocheting worsted coats over small rubber balls. The rainbow colors are the seven standard colors; red, orange, yellow, green, blue, indigo, and violet, and should be used at this time to teach colors. Let the children form a ring, each having one or more balls according to the supply. Choose one child to say, holding up his ball,

“Use your eyes, use your eyes,
Quickly look and see;
And if your ball is the color of mine
Bring it here to me.”

When a child matches correctly, then let him be the one to say the rhyme after the colored balls have been changed around. Other articles can be used such as blocks, shells, flags, or flowers. The same rhyme is used inserting the name of the object instead of ball.

Game of Four. Children are standing in a ring; one is chosen to be blindfolded. Four are chosen from the ring and stand in front of him. His eyes are opened long enough for some one to count four. In the meantime he looks at the four playmates. Again he is blindfolded and the four children scamper on tip-toes to their places in the circle. Now the child can look again, and this time must pick out the four who stood in front of him.

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Ring Toss. Have half a dozen rope rings at hand, and drive a stake into the ground, letting it project from the ground about a foot. Each child has a turn tossing the rings over the stake. Accuracy of sight is needed for this game, and the experience trains the child in measurement of distance. It is more exciting when two sides are chosen for the game. The point then is to see which side puts the most rings over in a certain number of turns.

Hearing.

Training the ear is of equal importance with the eye, for through the ability to hear, listen, and listen aright, one is able to enjoy and interpret so much that is beautiful in life. With the youngest child one must begin by calling to him and speaking in quiet tones. Let him hear different sounds made by striking several objects. With his back turned let him try to distinguish different sounds, such as ringing a bell, blowing a whistle, knocking on wood, and clapping hands.

Blind Man. From the circle choose one to be in the center, blindfolded, and holding a cane in his hand. The children march or skip around him, with or without music, until he taps on the floor with his cane. They stand still and the blind man points with his stick at some child in the ring who steps forward and grasps the other end of the cane in his hand. The blind man asks him to make a noise like an animal. Examples: moo like a cow, bark like a dog, baa like a sheep. When this is done the blind man tries to guess who it is. If he guesses correctly, they change places; if not the same blind man must try again.

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Ring, Bell, Ring! Children form a circle. One child is blindfolded and stands in the center. Near by, inside the circle, is another player who holds a bell. The blind man calls out "Ring, Bell, Ring!" Whereupon the bell is rung and the one blindfolded points in the direction from which the sound comes, or he may walk toward the bell-ringer. The bell-ringer may on tip-toes try to run a little in different directions, ringing the bell at short intervals. The blind man tries to run after and catch him, guided by the sound. It is sometimes well to set a time limit upon this activity, that others may have a chance to take their turn at playing the game.

Who am I? Child is chosen to be blindfolded in the center of the circle. Another child advances, speaks to him, saying in a natural voice, "Guess who I am," "How do you do," "It is a sunny day." The one blindfolded must guess who is speaking. If he guesses right, then all clap, and the one who spoke is next blindfolded. If the person cannot guess who talks, then another must try. For older children, a few bars of music may be sung instead of conversation. This is more difficult, but a great deal of fun, and naturally the children must be intimate friends to recognize either a speaking or singing voice.

Guessing Rhythms. While a child is blindfolded let the rest of the children interpret some rhythmic motion such as skipping, galloping, running, hopping. The blindfolded child must guess the form of motion.

Walks with children in field and wood create a deepening sense of impression as well as train the ears and eyes for good service. Games may be played along

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the way, such as standing still a few moments with eyes shut, listening intently, then telling what is heard.

With eyes open look carefully in all directions, then close eyes telling what has been seen. Count every bird's nest seen, or a certain kind of tree or animal. Lessons in arithmetic as well as observation are thus being given, while acquiring knowledge in the happiest atmosphere. Enlargement of the vocabulary and freedom of expression with the mother tongue should be realized in this form of play.

Touch.

To develop the sense of touch let the child feel different objects, such as balls, blocks, toys, spoon, fork, plate, brush, etc. Now blindfold him, place one of these objects in his hands letting him tell what it is. Continue with these articles making a game out of it while he is fast training the sense of touch. Much can be learned in discrimination of different materials.

Use pieces of silk, taffeta and satin, velvet, woolen, canton flannel, and cotton cloth. Let the child examine and feel of each piece. After they have been shaken up in a box, let him draw them out one by one, while his eyes are closed, and name the kind of material.

Train his touch to the difference between hard and soft, like a wooden chair and a pillow, rough and smooth, such as whisk broom and the kitty's fur; heat and cold, like a flat iron in use and a piece of ice; dry and wet, like flour and water.

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Have separate boxes filled with materials, such as sand, pebbles, seeds, shells. By touch let him learn to know them. This can also be used for hearing, as shaking each box will give a different sound.

Children stand in a circle with hands open behind them. One child is chosen to walk behind them with a basket of articles. He places something in each one of these open hands. Now the children begin to feel what they have, trying to give the name. The leader stands in the center of the circle and asks each one in turn what he has. After he has named it, he holds it up high for all to see and decide if he has said correctly.

Skip Tag. Players are in ring formation and one is chosen to skip around the outside of the circle. He does so, and suddenly touches one of the children in the circle on the shoulder. That one immediately starts skipping after the first child trying to touch him before he enters the vacant space of the circle. If he does not touch him, then he must go skipping and tagging some one else. It all must be done by skipping; thus music can be used if desired.

Tip-toe-tap. All the children are seated on the floor, or they may be kneeling or squatting. Their eyes are closed. One child with his eyes opened runs on tip-toes around the circle and finally touches a child on the head. The one who touches goes back to his place, the tapped child opens his eyes and tip-toes around touching some one else. The game continues until all have had a turn to open their eyes and tip-toe around to tap a friend. This gives the sense of touch an opportunity to be active and yet the game is very quiet.

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Smell and Taste.

Games of discrimination for these senses may be played in the same manner as described for the other senses. Through the medium of fruits different flavors can be learned. Have separate dishes containing pieces of fruit, such as apple, orange, banana, lemon, and berries of some kind. The child, whose eyes must be closed, tells what fruit is placed in his mouth. A small portion is sufficient.

As certain scents identify flowers, this same game may be used to train the sense of smell. Choose a few well-known flowers which have been discussed with the child. With his eyes closed test his sense by trying one flower at a time.

BALL GAMES

PLAY with the ball is of great benefit to the little child. It is valuable training for the hand, eye, ear, rhythm, and muscular movements for the entire body. Let the child have balls of different sizes and experiment freely with them, such as bouncing, catching, tossing, and rolling. You will notice how awkwardly the ball is handled at first. It will be hard even to roll it in a desired direction, but soon skill will develop as he gains control over his muscles.

Roll to hit a spot in opposite wall of room.

Roll through a ring drawn with chalk on the floor.

Roll so the ball will stop in the chalk ring.

Roll to hit an object placed at a distance on the floor.

Roll through a wicket.

Bounce and catch.

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Toss and catch.

Bounce to a partner who in turn bounces back.

Toss to a partner who in turn tosses back.

Bounce catch — toss catch.

As the child gains in mastery over tossing and bouncing, a new element, that of music, may enter in. An excellent game for the ring is played by letting a child stand in the center and bounce to each little friend in turn who catches it and bounces it back to the time of music. Any simple waltz may be used emphasizing the first beat of every other measure. All the suggestive exercises of tossing and bouncing can be doubly enjoyed if done to music. All the games may be used in a double ring formation so that they are played with partners. Naturally these would not be attempted until the child had gained a good bit of skill so that he would rejoice in his ability to carry out the exercises to a successful finish.

SOCIAL GAMES

ANOTHER type of game which the child will, by this time, enjoy playing is the so-called social game. This combines the good qualities of all plays heretofore discussed. The element of relationship is introduced, the joy of togetherness, helpful coöperation and the realization that others must join to make the game a success. Thus comes the desire for companions. Where a child must choose a partner, this social relationship is found. Forming of the ring is the beginning of the group relation.

Here, too, the lesson of self-control is learned. The

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child must wait his turn; he learns to follow, not always to lead. The diffident child unconsciously loses his sense of embarrassment and the too aggressive child learns the lesson of self-effacement.

In these social games music comes into use. It is natural that this should be, for music appeals to the happy emotions as well as to the sense of rhythm. References and illustrations are found in Volume V, which are of value in many ways. These are Folk-Dances and Games with music. They not only exercise the body accompanied with joyous music, but they stimulate the mind. The element of concerted action is introduced, which means working together in unity. It is necessary to the successful accomplishment of the dance that the movements be performed by all in the same way at the same time.

Drop the Handkerchief. The players form a circle, with the exception of one who stands outside holding a handkerchief. He starts around the circle saying, "I have a little pony and he won't carry you, and he won't carry you" (repeating as many times as he chooses), "but he will carry you!" The child drops it at the heels of the child he wishes. The child, behind whom the handkerchief was dropped, picks it up as quickly as possible and runs after the first child trying to catch him before he reaches the vacant space left in the circle.

Spin the Ring. The children sit in a circle with the exception of one who stands in the center and spins a wooden towel ring, a tray, or tin cover. As he spins he calls some child's name. The child called must rise quickly and try to catch up the ring in both hands be-

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fore it ceases to spin. If he succeeds, he has a chance to spin the ring; if not he must return to the circle.

Beckoning Game. This is a quiet game, but demands close attention on the part of the children. A child in the center of the ring beckons with her forefinger to a little friend to come to her. When they meet in the center they bow to each other. The new child remains to beckon to another child, while the other one goes back to the circle. The game continues until each one has been beckoned.

Menagerie. Choose one child to be the keeper. Each of the others chooses the name of an animal he wishes to be. The animals form a circle around the keeper marching until he gives the order to halt. He calls for an animal to come into the cage, such as the dog. The dog barks, and then walks on all fours to the keeper. He calls for a lamb; the lamb baas, and comes running to him. Thus each one in turn comes to his master, and follows him to the next room, each making sounds like the animal he represents.

Squirrel Tag. This can be an outdoor game letting six children represent six trees; they must stand still where they are placed. One child is chosen to be a squirrel; another child is to chase him. He says:

“Run, little squirrel, run, run, run:
Oh, what fun, oh, what fun!”

Now the squirrel must run in and out of the six trees with the child running after him while the trees are counting up to twenty. A new chaser is chosen if the squirrel is not caught in that time. The one who catches him becomes the squirrel.

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Competition can be stimulated here for older children by choosing sides, letting the trees and squirrel be chosen from one side and the one to run after the squirrel from the other side, changing positions each time and keeping score.

COMPETITIVE GAMES

THE element of healthy competition, of "give-and-take" and "for-and-against" enters into many games and is beneficial to the child. These games, when rightly chosen and rightly played, prove an excellent medium through which is stimulated in the child a desire to do his best, not only for his own personal satisfaction, but for the good of all. There comes the desire to strive for the honor of his side, to work loyally, honestly, and learn to abhor cheating. He learns to take defeat cheerfully and glory modestly. The social spirit and all forms of activity come into the large variety of games. Many familiar and best-liked games are handed down from generation to generation, and books concerning them have been published with long lists and directions. Remember the little child must be given easy plays at first, however; hence the games of this chapter are simplified in accordance with that thought.

Bean Bag Races. I. Choose two captains who in turn choose sides having the two sides stand opposite each other. At the word "Go!" the captains start the bags, six or more in number, down their respective lines and the last in line keeps them in a chair beside him. The object is to see which side passes the bags the quicker.

II. This game may be made more difficult by having

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the end man, upon receiving all the bags, start them back again. This time the question will be which captain will receive them all first.

III. Place two waste-baskets at equal distances away from two children who stand opposite the baskets. Place four bean bags at equal distances apart and in line with each basket. Each child must stand two feet back of the last bean bag. At the signal "Go!" the two children run, picking up one bag at a time, placing it in the basket, and going back for the next, and so on until four are picked up; the object being to see who will be first to get all the bags in.

IV. Have the children stand in two lines in marching formation, lines being about six feet apart. At the feet of each leader there are placed three bean bags. At the word "Go!" each leader stoops, picks up a bag, and passes it over his shoulder to the one directly back of him, who in turn passes it over his shoulder, and so on down the line. The last one drops it at his side on the floor. As soon as the leader has passed one bag on, he immediately stoops for another until the three bean bags have gone down the line. The object of the game is to see which line can pass the three bags in the quickest time. This game can be made more difficult by passing the bags over the head in both hands to the one behind.

In winter splendid games for outdoor sports would be to use the snowballs in the different ways described with the bean bags.

Pussy Cat and the Little Mice. One child is chosen for the cat who runs off out of sight. The rest of the children are the little mice who are out hunting for bread crumbs

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or cheese. They, at first, creep around very softly, then, growing bolder, run lightly around. Soon they discover some crumbs and stop to nibble them. Suddenly the cat appears and the little mice scamper away, the cat trying to catch one. The mouse who is caught becomes in turn the big gray cat, but if no mouse is caught the cat must try again.

Wolf and Sheep. One child, the wolf, stands outside a circle formed by the children who clasp hands. The sheep is another child inside the circle. At the cry of "Wolf! Wolf!" the wolf tries to get inside the circle and chase the sheep. The children assist the sheep to run in and out of the circle under their hands, but try to prevent the wolf from getting in by lowering their arms and keeping hands tightly clasped when he comes near. If the sheep is caught, he must join the circle and the wolf becomes the sheep while a new wolf is chosen.

Farmer and the Wolf. Choose one child to be a farmer and one to be the wolf. The children join hands in a circle leaving the farmer outside and the wolf inside. The farmer calls, "Who is in my field?" The wolf replies, "Wolf, wolf," and starts to run, the farmer after him. The wolf leads the farmer in and out under the children's arms. The farmer must imitate everything the wolf does, such as running, hopping, jumping over children's hands, and crawling under on all fours. If the wolf is caught he joins the circle, the farmer becomes the wolf, and a new farmer is chosen. To keep the game interesting it is well to set a time limit.

Hide-and-Seek. One child is chosen to shut his eyes at the goal while all the other players run quickly away

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and hide. When the one hiding his eyes counts to one hundred, he starts to hunt for the others. The first one found becomes "it" the next time. Sometimes the last one caught has to be "it."

The important question is how to decide who shall be "it," and for generations back nonsense rhymes have been said to a row of children by a leader. This leader points to each child as he repeats the words, the one to whom the last word comes is "it." All ages of children join in these games, so very early a little tot of four years is imitating his older playmates in saying these rhymes. The following verses were heard recently in a group of young children:

I

"Ibity-bibity-sibity-sab,
Ibity-bibity-canábo,
Canábo in, canábo out,
Canábo over the ibity-bibity spout.
Out goes y-o-u."

The children hold their fists out. The leader with his fist hits their fists in turn as he repeats the verse. The fist hit at the end of the verse goes behind the child's back. The verse is repeated many times until one fist remains. The owner of that fist is "it."

II

"Inti-minti-tibiti-fig,
Delia-dolia-dolma-nig,
Ychi-pychi-dolma-nychi,
Hong-Pong-tusk,
Alca-balca-boo.
Out goes y-o-u."

The leader points with finger to each child.

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III

"Nigger-nigger come to dinner,
Half-past two.
Alligator, sweet potato,
Woo-woo-woo.
Out goes y-o-u."

The leader points with finger to each child.

IV

"Engine, engine number nine,
Running on Chicago line
How she sparkles, how she shines!
Engine, engine number nine.
Out goes y-o-u."

The leader points with finger to each child.

V

"Eeni-meeni-myni-mo;
Catch the traitor by the toe.
If he hollers let him say,
I surrender, U. S. A.
Out goes y-o-u."

Statue Game. Any number of children run about here and there until a leader counts ten. At this point all stand still in the position they are, remaining in that position until the leader comes and taps them.

This can be done to music also. Let the children skip in time to the music, and when it stops they must stop in their positions. This takes concentration to keep still, but is good practice for the children. Another game requiring the same power is called —

Come, Bossy. One child in the center of the circle is chosen to be the little calf. The children hold out their

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hands pretending to feed him salt. The calf goes up to one child. The child must say to the calf three times without smiling, "Nice Bossy, nice Bossy, nice Bossy." If he smiles, he then must become the Bossy and goes up to some one else to catch him smiling. If he does n't smile, then the calf must pass on to another and another until some one smiles.

Stars on the Floor. Similar to the familiar game of Going to Jerusalem is the Stars on the Floor. Crosses can be made on a sidewalk or playground, or on hard sand at the beach. If played in the house the piano is used; if out of doors clapping can be done. Make as many crosses as there are children less one. The children form in line marching around and over the crosses. When the signal is given by stopping of music, all try to stand on a cross. One child will be left out, who must sit down. A cross is erased and the music begins again. Repeat erasing of crosses until one cross and two children are left, and finally the excitement ends when the music stops and one child is victorious on the one cross.

The House the Snail built. Children take hold of hands and follow the leader in line who winds round and round inside the circle, the circle growing smaller and smaller until the leader reaches a center. He has found the snail's secret house, then turns around and goes out of the house unwinding. This is done with loud marching music, or, if softly played, the children may go on tip-toes.

Shower of Goodies. Have a bag of nuts and candy high up in the center of the room out of arm's reach. Give each child a small basket or bag. Blindfold some

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one; put a stick or wand in his hand, turn him about three times, and then let him try to hit the bag. If he fails, try each child in turn, the other children standing a distance away. Some lucky one will break the bag, and then there will be a shower of goodies. Now every one will busy himself picking up his share and filling his basket. This is fun especially at a children's party.

St. Valentine's Candle. Light a candle and place on a table. Each child in turn is blindfolded and stands ten feet away from the candle. Turn him about three times, then ask him to take ten steps toward the candle, and allow him three attempts to blow the candle out. Those who are successful will be fortunate through the coming year. Unfortunately, many find themselves blowing into space when their eyes are opened.

Family Game. From the ring a child is chosen leader. He then chooses some one to be father, another mother, a brother, a sister, and the baby. These stand in a row in the center and each in turn acts out his daily occupation. The children in the circle imitate the different movements as they are given by those in the center.

Father — saws wood, walks downtown to office or drives automobile.

Mother — beats eggs, kneads bread, sews.

Brother — plays ball, marbles, or whistles.

Sister — plays piano, reads a book.

Baby — says "goo," cries, or claps hands.

Now the family join hands and skip around happily united. After this they take their places in the circle and a new family is chosen.

Bird Game. This is a good game and play when one

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is calling attention to family life, noticing how the birds build their nests and talking to the children of the many families in the world beside our own human family.

A circle is formed from which several children are chosen to make a nest. This is made by placing arms on each other's shoulders, the children sitting or standing in the center forming a small circle or nest. A father and mother bird are chosen who fly around pretending to pick up sticks, wisps of hay, string, etc., and bringing to the nest to build it completely. Two very small children are chosen to be little blue eggs. They go into the nest and curl up with heads down. Pretty soon the mother bird flies into the nest and plays keeping them warm while the father bird flies away for food returning to feed the mother bird. In a few minutes the two little children raise their heads, coming from their blue shell, and say, "Peep, peep, peep." The children in the big circle come softly on tip-toe to peek over into the nest and hear them say, "Peep." After the children have returned to their places the mother and father bird fly around getting food for their little ones.

Then the mother bird says,

"Now, little birds, 't is time to fly.

Come, spread your wings and try, try, try."

The father bird joins in the flying lesson, and though they have to try and try again, the little birds finally fly round and round with their parents. It is suggested that all the children at this time play they are little birds, and fly around too until the music stops, which can be softly played at the last of the play.

XIV

MAKE-BELIEVE

DRAMATIC representation was used as a means of instruction as far back as the history of culture extends. The Pagan Priests and Christian Fathers made it serve for their special ends. Through dramatic appeal each taught his own peculiar cult or religion. In the very early times, experiences in the life of the race were acted out by the bards as they sang of the deeds of great men of the tribe.

Primitive man and children are alike inasmuch as they both are essentially dramatic. The essence of children's play is the acting of a part and the realizing of a new situation. The dramatic impulse in children is their desire to understand the world about them. They learn by doing and have an unconscious sympathy with all life. They are attracted especially by things that move and they imitate from the very beginning. First they imitate movements and sounds made by those about them. Later comes imitative play with toys. The child's impulse is to make-believe to be some one, a sailor, a soldier, or a policeman, until he forgets his real surroundings and his actual self. He acts out experiences, such as sowing seed, picking apples, washing clothes, driving nails, through which he gains first-hand knowledge. He is not always particular about accuracy of detail in these dramatic projects. A mere

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suggestion, and the imagination has supplied a wealth of detail. The instincts are often factors in determining the choice of subjects; for example, the pugilistic instinct prompts soldier plays, lion hunts; the nurture instinct suggests playing house, doctor, or gardener; the social and constructive instincts develop creative and group plays.

Day-dreams and the mutterings of mystic words to himself all illustrate this desire to realize a part. In the working-out of this impulse, external surroundings take a small part. Sometimes there is hardly a change of scene, for a child plays out his action with purely imaginary surroundings. The pleasure of children in what we call dramatic make-believe is wholly independent of any appreciating eye. They love to act their play scenes in some remote spot, dark corners, or even in behind curtains.

The great value of these dramatic plays lies in the spontaneity of expression. Imaginative children are full of the joy of creation, of animation. In the story of "Sara Crewe" we find a little girl who found joy even in the midst of great hardships by making herself a princess and her doll a sympathetic friend. Sometimes this natural outlet to the dramatic instinct has to be guided, as in the play of those unfortunate street urchins, whose environment presents nothing refining to imitate, and hence they act out sordid happenings that lower their outlook on life. The children's environment, therefore, should be enriched and their horizon broadened to include the finer things of life, that they may have fit subjects for imitation in play.

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When considering dramatization for the young child perhaps we think first of Mother Goose. Many of these rhymes are excellent to use because they are familiar, simple, and full of action, and they can be performed without the aid of any properties or costumes. For example:

I

“Little Miss Muffet sat on a tuffet,
Eating some curds and whey,
When along came a spider
And sat down beside her,
And frightened Miss Muffet away.”

A little girl sits down on a low stool making-believe to eat with a spoon from an empty bowl. Another child comes in creeping on his hands and feet, and when he comes close the little girl screams, drops her bowl, and runs away. One person in the audience may repeat the lines while it is acted or a group may say it if desired.

II

“Mistress Mary, quite contrary,
How does your garden grow?
With silver bells and cockle shells
And pretty maids all in a row.”

A row of six little girls may be squatting on the floor with heads bent downward. Mistress Mary, with empty watering-pot, comes along making-believe to water her flowers and saying the rhyme. As she waters them, each in turn slowly lifts her head and gradually rises to her feet. At the end there will be “pretty maids all in a row.”

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III

“Jack be nimble, Jack be quick,
Jack jump over the candlestick.”

Any little boy would delight in a good excuse for jumping. Thus a small brass candlestick may be placed on the floor, on the grass, or ground, and the rhyme will be acted out many times. The good, both physically and mentally, coming from all these actions is obvious.

After Mother Goose the children enter upon the fairy-tale period. And now we must begin to think about the properties and costumes, but let us remember it is better to use home-made costumes and scenery than to buy elaborate finery and stage settings. Children enjoy making their own costumes if materials which they can use are available. For instance, make costumes of cretonne in place of brocade, cheesecloth for fairy costumes, and crêpe paper with its variety of colors and designs. Trimmings may be used of artificial flowers, fruits, gold and silver paper, and Christmas decorations. Fairy wings may be made of light-weight cardboard, of heavy wrapping paper, or white lining canvas.

Suggestions for simple stage properties are torches cut from gilt cardboard with streamers of flame-colored tissue; a silver goblet can be made by covering a glass goblet with silver paper foil; round collar boxes serve for bowls; tissue paper, which is used for packing glass, makes excellent snow.

The holidays make good subjects for dramatization. After building a toy village of Pilgrim days, the next impulse will be to act out “The First Thanksgiving

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Day." A group of children will choose their parts. Some one will want to be Massasoit, the Indian Chief, and he will have a few of his band with him. Others will characterize well-known Pilgrims, both men and women. There will be the long dinner-table around which they gathered, piled high with good things to eat. This will be a good time to introduce a real lunch which will appeal to the actors. As we learn from pictures and history that this feast was given out of doors, the children can enjoy imitating under the trees of the yard or in a shady nook of a park. The friendly greetings, exchange of gifts, and final formal departure of the Indians will impress the little folks by the difference of the first days of America and the present time.

The celebration to-day is the gathering together of families and relatives at Thanksgiving time. These, too, are the first people with whom a child becomes acquainted, therefore it is natural that he should imitate them in play. With brothers and sisters and perhaps a friend, the festive play begins with some one making-believe to be grandma, another grandpa, an aunt or an uncle. Now comes the fun of dressing up in Mother's and Father's clothes. If possible have an old trunk in the attic or a box in the closet in which can be kept cast-off garments set aside for just this purpose. When Mother is presumably busy about her work, she will be well entertained with familiar phrases and actions of her own which are used in the play going on about her. Other members of the family will be imitated, too, and a happy reunion of several months past will be taking place again in imitative form.

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The Christmas season has many forms which could be developed. The impersonation of Santa Claus is dear to the hearts of the children. The chimney-place with its mysteries, and the Christmas-tree only need to be mentioned to a child and his imagination sees possibilities of acting out the sentiments of the subject at hand. Stories of holidays and festivals found in volume I of this series will suggest material for the little folks to work upon. Pick out the essential points on which action hinges to be the parts of the story used in dramatizing. Minor details are confusing, and so the points to be gained or moral impressed will be lost, if these are made prominent.

Incidents in the lives of great men have become popular stories to the children and can be simply acted out. In George Washington's life was the story of "The Making of the First Flag," and from Abraham Lincoln's life one should read "Abraham Lincoln and the Little Bird" and "Abraham and the Little Girl." Once these incidents become real to a child's mind, he will be able to reproduce them in action and simple words for you. If the child dramatizes the stories which he hears, not only do they make a deeper impression than they would otherwise, but the child's interest is stimulated to know more about the characters and places of the story.

This fact is especially true in working out stories centered in foreign lands. The manners and customs of other children amuse and interest our own. It is such fun to dress up in a Chinese costume, hold a fan before your eyes, and run around serving tea, taking queer

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little running steps. The Dutch girls and boys plod along with big clumsy wooden shoes, while the children of the Hawaiian Islands wear none. Their dresses are just short skirts made of long grasses, and they gather pretty white shells which they string and wear around their necks.

FRIENDS ACROSS THE SEA

BETTY and Peggy had been sailing many days on the ocean in a great, big steamer. Land was finally seen in the distance, and gradually it seemed nearer and nearer until the boat finally drew up to a wharf. It had stopped at a seaport of one of the Hawaiian Islands. On going ashore the little girls and their parents were driven several miles out of town to a farm or a plantation as it is called there. While Father was talking business the children wandered across the fields where they chanced upon some funny houses. They were small huts, which were made of bamboo sticks. The roofs were thatched with grasses and great palm-trees were waving overhead.

Running out from one of these shanties came two little dark-skinned girls wearing funny short skirts made of grass, no shoes or stockings and no waists, but around their necks hung pretty strings of shells. They seemed almost afraid when Betty and Peggy appeared, for they rarely saw white children from the city and never before from the United States.

The children did not understand each other's language when they talked, but with many gestures they soon understood that Betty and Peggy wanted to play

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with them. Betty superintended the instruction of a game which the little native children soon understood, laughing heartily and begging to play more. Several games were played followed by singing songs American fashion. The little natives clapped their hands with glee and tried to imitate them too.

By this time the strangeness had entirely disappeared; the Hawaiians came closer to touch the pretty dresses Betty and Peggy wore. Through signs and motions they expressed the wish that they could try them on, so Peggy ran back a little way where she had left her dress-suit case and brought it for inspection. Everything in the case had to be examined, and many were the squeals of delight as they looked at the dresses, shoes, stockings. Betty and Peggy chose two dresses that they could easily spare and gave them to the excited children. Red and blue ribbons were also found and tied on the little black heads.

Time had flown fast, and the father's call told the sisters they must say good-bye. With many adieus by gestures and jabbering of two languages the city children bade farewell promising to send gifts back to the little Hawaiians from America. Betty and Peggy were convinced that this was the most wonderful part of their trip, for they had not only made new friends, but they had found real happiness in showing these far-away children worth-while things to do which they had never known before.

This story is easily staged in the playroom; two chairs representing the hut. Out of doors the bushes

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would be splendid. Four little girls can take the parts, two being dressed in brown bloomer suits with low necks, and bare feet. The other two would be dressed in any traveling dress, coat, and hat. A little distance away they leave the dress-suit case, to return for it later. There is great opportunity for acting trying to make each other understand. The teaching of the games and songs give a chance for choice and practice in instruction. Games may be chosen from this volume and songs from "Songs with Music," Volume V of this series. A boy, somewhere in the background not seen, can be the father and call in loud tones for the two sisters, Betty and Peggy, to return to him. The original conversation, to represent the meeting, playing, and final adieus, gives the children free opportunity to use their imaginations in such a circumstance.

In the story of "Rosebud" comes the study of nature, as well as impressing a moral truth. A little child was chosen to be a rosebud. She hid under the table which she made-believe was the brown earth. She was sleeping there, waiting to grow, and along came a raindrop, which could be represented by a little boy. He knocked on the table and said, "May I come in, little rosebud?" "No, you can't," answered the rosebud. "I am too snug and comfortable to move." Then came along Mr. Sun, another little boy. "May I come in, little rosebud?" said he. "No, no," said she. "I do not want to wake up and grow." Finally, after a little time, along came both raindrop and sun again, and the little rosebud, tired of her dark home, decided it would be best to grow. So the sun and the raindrop acted

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their part and helped her to grow, and she became a beautiful pink rose.

This play can be made most attractive by costumes of crêpe paper. The rosebud could have a hat of pink petals, the raindrop simply dressed in gray, and the sun in yellow. It is best to keep the play simple, for it amuses the children just as well and gives a chance for the imagination to work. Let the children suggest and plan. In this way it becomes vital and not a trivial performance.

Dramatization can be used as a means of interesting the child in the life about him. The wise mother or teacher will suggest only enough to enable the child to express his own ideas and see what is best in his environment. A child, once asked to play policeman, answered, "Yes, that will be a good play because the policeman is a helper to every one." Rows of chairs were used to form the streets. Little friends playing with him took their parts, some becoming automobiles rushing along, while others were people trying to cross the street. Through the signs of the policeman the traffic and people passed and repassed as is done at the busy street corners of large cities.

A dialogue between the Baker's Boy, who is dressed in spotless white, and a Chimney Sweep, whose clothes are smeared with black, leaves an unwritten moral for the children who repeat the verses and the young audience who listen.

Baker's Boy:

"Go, go, you little black boy,
Don't touch my snow-white coat."

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Chimney Sweep:

“Don’t send me off with such an air,
Your chimney smokes if I’m not there,
And when your oven bakes too slow
Your bread will not be good, you know.”

Baker’s Boy:

“If that is so, it harms you, too,
For there will be no bread for you.”

Chimney Sweep:

“Why, you are right, so let us go
And work together, even so;
I’ll sweep the chimney, your bread you’ll knead,
Black, white, united friends in spirit and deeds.”

The word “charade” to a small child would mean nothing, but if you asked him to be a bird he would immediately do things he has seen a bird do, such as fly, hop, or pick up imaginary crumbs from the floor. Thus he is acting out or representing the word “bird.” Among the animals there are many which he can easily imitate enough to recall the correct name. In turn he can act out something and ask you to guess what he is representing. This passes into the realm of games, but there is a close relation between dramatizing and playing a game.

When the representatives become acting without dialogue or spoken words it is called “pantomime.” This is another form of playing in the make-believe world, and makes a change and quiet activity from the dramatic form. Many lovely expressions of activity come from pantomime, such as portraying the seasons in costume and dance. Children are happy hopping and skipping, especially if dressed in a fancy costume

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as simple as an extra sash or cap. These seem to inspire dancing and acting.

For a child's party it would be interesting to have twelve chosen to represent the months of the year. The rest of the little people are to guess, as each comes in one by one, which month they represent. Suggestions which can be used on short notice are here given.

January:

Toboggan cap, muffler, skates. Anything which represents the cold.

February:

Pin a large red heart on the front of the dress.

March:

Child runs in blowing around. Use old-fashioned bellows if you have one.

April:

Child rubbing eyes and crying to suggest the showers of this month.

May:

Carry in hand a short pole from which float many pretty streamers.

June:

A bunch or basket of real or imitation roses.

July:

Boy snapping off play pistol.

August:

Child fanning and making-believe to be very hot.

September:

Carry bunch of grapes, real or imitation.

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October:

Make pretty autumn leaves with paper and crayons.
Pin them all over the child's dress.

November:

Basket of fruits and vegetables.

December:

Illustrate Christmas tree or Santa Claus in some fashion.

When all the months have entered the room, they join hands making a circle dancing and singing:

“Twelve months we are, you see us here,
We make the circle of the year.
We dance and sing and, children, hear,
We wish you all a glad New Year.”

Aside from Mother Goose, fairy stories, fables, and stories of real life, we must not forget the wonderful narratives of the Bible. A more charming Sunday afternoon employment could not be suggested than dramatizing the historical and moral truths as told in the Book of Books. The story of Joseph, of little Samuel, and the Baby Moses awaken a keen interest, give reality to these heroes, and make a lasting impression. In the story of the Good Samaritan the properties needed to illustrate would be a purse for a “Certain Man,” a book for the Priest, a bottle of oil, a cup of cold water, a strip of muslin, and a handkerchief for the Samaritan, and a scroll for the Innkeeper. Chairs can represent the hiding-place of the robbers. This story and other Bible stories are delightfully written in play

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form for acting in the book "The Good Samaritan and Other Bible Stories Dramatized," by Edna Earle Cole.

Dramatization should be greatly valued, for it develops coöperation, initiative, self-confidence, use of the language, and is a great aid to memory. Let us cherish this dramatic impulse and make the best possible use of it. It is closely akin to sympathy, enthusiasm, and creation, and merits our best attention and effort.

THE FOLK-LORE TALE OF HENNY PENNY

Characters

HENNY PENNY — Girl, wearing buff-colored cape of cambric or crêpe paper. Cap of same color with a touch of red paper at top to represent her comb.

COCKY LOCKY — Boy wearing gray cape speckled with black. Gray cap and large piece of red paper for a larger comb.

CHICKEN LICKEN — Very small girl with yellow cape.

DUCKY DADDLES — Girl in white cape and cap.

GOOSEY LOOSEY — Girl a little larger than the duck wearing white cape and cap.

TURKEY LURKEY — Boy wearing dark brown cape and red cap.

KING — Boy with long purple cape and crown made of gilt paper.

PAGE — Boy who waits on the King. He wears a dark suit of clothes with white collar and cuffs turned back.

SCENE 1. *Barnyard. Part of a room in front of portières. Screens placed at the back and floor cleared of furniture. Corn-stalks here and there and a large clump tied together at one side. At the back can be seen a chair covered with large pieces of crumpled brown paper to give the appearance of a cornstack. Shovel, rake, and hoe can be in evidence to give another realistic touch to the farmyard.*

The hen comes strolling in from one side of the stage and makes-believe she is hunting for worms or seed. She walks around saying once in a while to herself, "Cluck-Cluck." Finally she comes near the stack of corn. Some one from

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behind drops over a kernel of corn which hits her on the head. She looks up very much startled.

HENNY PENNY. Cut-cut-cut! I must tell the King about that!

(She turns around and finds a rooster coming her way.)

COCKY LOCKY (*crowing*). Cock-a-doodle-doo! Where are you going, Henny Penny?

HENNY PENNY (*running excitedly to him*). Cut-cut-cut-ca-dah-cut! O Cocky Locky! the sky is falling, and I am going to tell the King.

COCKY LOCKY (*straightening up his shoulders*). Cock-a-doodle-doo, I will go with you, Henny Penny.

(They are interrupted by a tiny chicken who comes running in saying in a high-pitched voice:)

CHICKEN LICKEN. Peep-peep-peep! Where are you going, Henny Penny and Cocky Locky?

(In unison:)

HENNY PENNY. Cut, cut, cut!

COCKY LOCKY. Cock-a-doodle-do!

O Chicken Licken, the sky is falling, and we are going to tell the King.

CHICKEN LICKEN. Peep, peep, peep, I'll go with you, Henny Penny and Cocky Locky.

(Just then the duck waddles in on the stage.)

DUCKY DADDLES (*quacking like a duck*). Quack, quack! Where are you going, Henny Penny, Cocky Locky, and Chicken Licken?

(All together:)

HENNY PENNY. Cut, cut, cut!

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COCKY LOCKY. Cock-a-doodle-doo!

CHICKEN LICKEN. Peep, peep, peep!

O Ducky Daddles, the sky is falling, and we are going to tell the King.

DUCKY DADDLES. Quack, quack, I will go with you, Henny Penny, Cocky Locky, and Chicken Licken.

(These birds begin to get in line forming a semi-circle in the order in which they have spoken. The goose waddles in and is quite startled to see the gathering of friends in so unusual a manner.)

GOOSEY LOOSEY *(turning head from one to another)*. Qua-ck, qua-ck! Where are you going, Henny Penny, Cocky Locky, Chicken Licken, and Ducky Daddles?

(Together, each making his own sound).

HENNY PENNY. Cut, cut, cut!

COCKY LOCKY. Cock-a-doodle-doo!

CHICKEN LICKEN. Peep, peep, peep!

DUCKY DADDLES. Quack, quack!

O Goosey Loosey, the sky is falling, and we are going to tell the King.

GOOSEY LOOSEY. Qua-ck, qua-ck, then I will go with you, Henny Penny, Cocky Locky, Chicken Licken, and Ducky Daddles.

(They start to move in line when they are surprised by the entrance of an elegant turkey.)

TURKEY LURKEY *(strutting in with head high and shouting to them)*. Gobble, gobble, gobble, gobble! Where are you going, Henny Penny, Cocky Locky, Chicken Licken, Ducky Daddles, and Goosey Loosey?

(Together as before:)

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HENNY PENNY. Cut, cut, cut!

COCKY LOCKY. Cock-a-doodle-do!

CHICKEN LICKEN. Peep, peep, peep!

DUCKY DADDLES. Quack, Quack!

GOOSEY LOOSEY. Qua-ck, qua-ck!

O Turkey Lurkey, the sky is falling, and we are going to tell the King.

TURKEY LURKEY (*strutting to end of the line*). Gobble, gobble, gobble, gobble, I will go with you, Henny Penny, Cocky Locky, Chicken Licken, Ducky Daddles, and Goosey Loosey.

(With heads high and with the manner of going on an important errand they walk according to the bird they represent in line across the stage each making its own noise.)

Curtain drops.

SCENE 2. *Room in the King's Palace. Armchair raised up on a box and covered with rugs to represent the throne. This placed in the center at the back of the room. Other furniture placed in formal manner about the stage. As curtain is opened the KING is found seated on his throne. His PAGE enters at this moment and bows before him.*

PAGE. Your Majesty, there are guests at the door.

KING (*with commanding voice*). Let them enter.

(One by one HENNY PENNY, COCKY LOCKY, CHICKEN LICKEN, DUCKY DADDLES, GOOSEY LOOSEY and TURKEY LURKEY walk in and stand before the KING.)

KING. What do you want, Henny Penny, Cocky Locky, Chicken Licken, Ducky Daddles, Goosey Loosey, and Turkey Lurkey?

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HENNY PENNY (*hastily stepping forward*). Cluck-cluck! O King, the sky is falling and we came to tell you.

KING (*somewhat amused*). But the sky cannot fall! What made you think it was falling?

HENNY PENNY. Cluck-Cluck! I was picking corn from the cornstack in the farmyard and something fell on my topknot, I am sure, and I thought it was a piece of the sky.

KING. Well, well, let us see. (*The KING bends forward and examines the head of HENNY PENNY. Presently he picks out a kernel of corn and standing up holds it high that every one may see. The kernel is placed in her cap before she enters the stage.*) (*Spoken slowly and decidedly.*) Henny Penny, let your foolish journey teach you to think twice before you speak.

(HENNY PENNY turns away, head bowed, and with slow, heavy tread leads her line of friends across the stage and out of the door. The KING sits down and watches each fowl as it moves off with bowed head. Just as the turkey goes out of the door, the curtain falls. As each one passes out, crestfallen, it can make its own sound.)

• THREE LITTLE KITTENS

Characters

MOTHER CAT — Girl with spectacles, cap, and some knitting.
THREE KITTENS — Three little girls.

SCENE. *A sitting-room of a house. MOTHER CAT is seen sitting in the room when the curtain rises. She is busy knitting and*

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rocking in her chair. Three little kittens come rushing in from a side entrance.

KITTENS (*speaking all at once and very excitedly*).

Oh, mammy dear,

We sadly fear

Our mittens we have lost!

Miew-Miew-Miew-Miew! (*Crying.*)

MOTHER (*speaking sternly*).

What! lost your mittens,

You naughty kittens;

Then you shall have no pie.

Gr-r-r — Gr-r-r — Gr-r-r! — (*Growling.*)

KITTENS.

Miew-Miew-Miew-Miew!

I KITTEN.

Let us look everywhere for them.

II KITTEN (*peeking under table*).

They're not under the table.

Miew-Miew-Miew-Miew!

III KITTEN (*looking into a hat-box*).

I don't see them here.

Miew-Miew-Miew-Miew!

I KITTEN (*crying and rubbing her eyes*).

Oh, dear, oh, dear, what shall we do?

Miew-Miew-Miew-Miew!

II KITTEN (*searching everywhere*).

Keep on looking until they're found.

(*Three kittens rush toward a waste-basket and find that the mittens have been dropped in there.*)

CHILDREN'S OCCUPATIONS

ALL TOGETHER (*excitedly*).

Miew-Miew-Miew!

Oh, mammy dear,

See here, see here,

Our mittens we have found!"

MOTHER (*dropping her knitting*).

What! found your mittens,

You darling kittens;

Then you shall have some pie!

Purr-Purr-Purr-Purr!

(They gather about her; she puts her arms around them while they purr together. As the kittens are putting on their mittens, MOTHER brings out a pie, placing it on the table. She gets three plates, knives, and forks, and sets the table. The pie can be a round sponge cake which the children can eat.)

MOTHER.

Bring your chairs up to the table.

Purr-Purr-Purr-Purr!

(MOTHER sees that they are properly seated and then, cutting the pie, gives them each a piece which they immediately proceed to eat. MOTHER goes back to her chair and knits while the kittens miew and purr as they enjoy their pie. As they finish eating they call to their mother.)

KITTENS.

Oh, mammy dear,

We sadly fear

MAKE-BELIEVE

Our mittens we have soiled.
Miew-Miew-Miew-Miew! (*Crying.*)

MOTHER (*in a cross voice*).
What! soiled your mittens,
You naughty kittens!
Gr-r-r — Gr-r-r — Gr-r-r!

KITTENS.
Miew-Miew-Miew-Miew!

MOTHER (*shaking each kitten's shoulders a little*).
You'll have to clean them,
You naughty kittens!
Gr-r-r — Gr-r-r — Gr-r-r!
(*The kittens hurry out of the room and return, each bringing a small pail and washboard. The pails are put on chairs so they can be seen by the audience and each kitten makes a great commotion in scrubbing her mittens. In one corner of the room must be stretched a small clothesline across from hook to hook. As each kitten thinks her mittens have been scrubbed sufficiently, she hangs them up with clothespins. When the three pairs are hung up to dry, the three kittens run over to their mother who is still rocking and knitting.*)

KITTENS (*happily*).
Oh, mammy dear,
Look here, look here,
Our mittens we have washed.
Miew-Miew-Miew-Miew.

CHILDREN'S OCCUPATIONS

MOTHER (*delighted*).

What! washed your mittens,

You good little kittens!

Purr-Purr-Purr-Purr.

(MOTHER *strokes each head and then goes over to examine the washing, very proud of her smart children. Suddenly, the MOTHER, who seems to be startled by something, sniffs the air, and crouches closely to her children, saying:*)

Hush, hush, I smell a rat close by!

(*They all dash off the stage. MOTHER goes first and then each little kitten on tip-toes and creeping.*)

Curtain drops.

OLD MOTHER HUBBARD AND HER DOG

Characters

OLD MOTHER HUBBARD — Girl dressed with cap, spectacles, long dark dress, and white apron.

THE DOG — Boy.

THE CAT — Girl.

THE GOAT — Boy.

SCENE. *A dining-room with plain furniture. As curtain opens the dog is lying on the floor. As OLD MOTHER HUBBARD enters the dog gets up and goes to meet her.*

DOG. Bow-wow! Bow-wow!

MOTHER HUBBARD. Poor dog, you are hungry. I'll go to the cupboard and find you a bone. (*Goes to cupboard and opens it.*) Alas! the cupboard is bare!

DOG (*whines and slowly barks*). Bow-wow! Bow-wow!

MAKE-BELIEVE

MOTHER HUBBARD (*tying on her bonnet*). I'll go to the baker's and buy you some bread.

(She leaves the room and the dog falls over on his side.)

MOTHER HUBBARD (*returning with loaf of bread, throws up her hands, screams*). My poor dog is dead! I must go to the undertaker's to buy him a coffin!

(She goes over to look at her dog, then rushes out of the room, crying. The dog sits up and looks around.)

DOG (*as MOTHER HUBBARD comes back*). Ha-Ha-Ha-Ha!

MOTHER HUBBARD (*happy again pats him on head*). As long as you're alive I'll take this plate and go out to fetch you some tripe.

(When she comes back he is sitting up smoking a pipe.)

MOTHER HUBBARD (*with hands on hips*). Well, well, well, you are a funny dog. Guess I'll go to the grocer's to buy you some fruit.

(While she is gone he hunts around and finds a flute on the shelf. When she returns she drops her basket of fruit with surprise to see him playing the flute.)

MOTHER HUBBARD. Something is surely the matter with you. I'll go to the Tavern to buy you wine, white and red.

(She comes back to find him standing on his head. If this is too difficult, perhaps he can turn somersaults.)

CHILDREN'S OCCUPATIONS

MOTHER HUBBARD (*going out of the room*). I'll go to the kitchen some broth to prepare.

(The dog understood it was food she was going after so when she returned she found he had climbed into a chair.)

MOTHER HUBBARD. Well, well, I never saw the beat of you, you knew what I said. I'll draw up this table, put on a tablecloth, and give you some dinner.

(First she brought in a bowl of soup which he drank right down.)

DOG. Bow-wow! Bow-wow! (*meaning it was good*).

(Next she brought in some meat and with his knife and fork he cut it up himself and ate it.)

DOG. Bow-wow! Bow-wow!

MOTHER HUBBARD (*standing near him and looking at him with pride*). Dear me, if you can do all these things you must be dressed up like folks, so I'll go out to the tailor's to buy you a coat. (*Goes out.*)

GOAT *enters*. (*A boy comes in walking on hands and feet.*)

GOAT. Bla-a-a! Bla-a-a! Bla-a-a!

DOG (*running to him joyously*). Bow-wow! Bow-wow! Bow!

(They play together and as MOTHER HUBBARD comes in carrying a coat on her arm she screams.)

MOTHER HUBBARD. Mercy me! Mercy me! He's riding the Goat!

(The dog climbs on the back of the goat as he walks around the room. The goat goes out one door as MOTHER HUBBARD leaves by the other one. The dog is alone again.)

MAKE-BELIEVE

CAT enters. (*A little girl runs in*).

CAT. Miew-Miew-Miew!

DOG. (*in kindly voice*). Bow-wow! Bow-wow!

(*The dog pats the cat's head, then puts her in a chair and draws her up to the table. With a spoon he begins to feed her milk from a bowl.*)

MOTHER HUBBARD (*entering with a hat in her hand*). Gracious me, he's feeding the cat! I'll leave them alone and go to the hosier's to buy the dog some hose.

(*The cat gets down from her chair and goes to one side of the room where she proceeds to make-believe wash her face with her paws. In the meantime the dog tries on his coat and hat.*)

MOTHER HUBBARD (*returning*). Here he is dressed in his clothes. I must go to the cobbler's to buy him some shoes.

(*The dog now sits down in a chair and, finding a pair of spectacles, puts them on, takes up a newspaper, and looks at it.*)

MOTHER HUBBARD (*bringing in a pair of shoes*). Just look at this, he is reading the news! I must go to the barber's to buy him a wig.

(*This time when she returns she finds the cat and the dog dancing a jig. She makes many gestures of amazement and of approval. The dog is too wonderful for her to say much, so —*)

The dame made a curtsy,

The dog made a bow,

The dame said, "Your servant!"

The dog said, "Bow-wow!"

Curtain falls

XV

BUILDING AND CONSTRUCTION

"The ball is the first friend of a child and is the best means of interpreting his world." (SNYDER.)

THE universal toy, from the infant in his crib to the man on the professional diamond or golf course, is the ball. History tells us that the Greeks and Romans had a special place for the ball in their school curriculum with special masters to instruct in the use of it. Excavators have also found the ball in the ruins of the Lake Dwellers.

Realizing the significance of its value it becomes the first toy for the baby. It seems to awaken his mental and physical powers because of its simplicity, always presenting the same appearance, its activity, its ease and safety in handling; and finally it resembles so many things in form and motion. If it is swinging from a string it has rhythm, and therefore the baby gains unconsciously this sense-stimulation. Through months of growing the child has a ball for his constant companion. The spirit of play soon enters in with this toy. Movement is interpreted by having the child swing the ball, roll it, throw it from him and have it come back, bounce it, see it fall, push it, and draw it. Many simple games may be played to illustrate these ideas. Further suggestions for ball play may be found elsewhere in this volume. Slowly, slowly, the use of the ball grows until

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it creates in the boy's mind the game of baseball, tennis, and golf. It becomes the basis for all sport through all stages and all ages.

Every child loves to create. If the proper material for building is not at hand, it is not long before the child is busy at work with manufactured blocks of his own, such as scraps of wood or pieces of glass, which, to the adult eye, are most unsatisfactory and inadequate.

At the age of three years, the child endeavors to investigate for himself the interior construction of things. Who has not seen a child, left alone with an unfamiliar object, examine it, and then try to see what is inside? Every young child instinctively takes things apart and puts them together over and over again with no definite aim, but just with curiosity to handle things. He is continually covering and uncovering a box, or endlessly emptying a drawer merely to fill it again.

It is because of these instinctive desires, therefore, that blocks of definite form and size have been made as one of the most instructive toys which can be given to children. The stores are full of a large assortment from which to choose. There are wooden blocks, plain, painted, or pictured, as well as blocks made of cement and in different shapes. From a new house in process of building, left-over blocks may be gathered which should be cut into definite sizes and sand-papered until smooth for the young child to handle.

From the carpenter a few pieces of joists of light-weight wood, such as sugar pine, may be purchased. Cut and smooth these into blocks of different dimensions, giving the child free opportunity to construct a

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narrow window or broad doorway as he chooses. Triangular pieces afford opportunity for erecting slanting roofs. Very thin pieces of boards make excellent floors laid between blocks to make floors of doll-houses, successive floors of apartment houses or office buildings. In making a house, the child builds one like those with which he has had experience. The city child thinks of the apartment in which he lives, or the building where Father has an office, or the engine-house. The child in a smaller community thinks of the barn, schoolhouse, or the church.

Long, narrow pieces of wood laid on the floor will always suggest to the boy tracks on which he can run his train of cars. It can also be a canal, the wooden sides forming the dikes. Boats of paper or wood can be dragged along with string by a horse which walks along the embankment. This play will be suggested by stories from Holland or from descriptions of another way of transportation in this country like the Erie Canal in New York or the great Panama Canal.

With the use of blocks build at one end of these tracks steps from which the tracks can slope down to the floor. This makes a raceway through which marbles will run with great speed, starting them at the tower of blocks at one end. This affords great amusement for both boys and girls.

The blocks which the child uses to construct his tower or his wall, tell him a story of the waving forest upon the distant mountain, of the woodman with his axe, of the rushing mountain stream, the sawmill, the busy carpenter, and all the helpful work of humankind

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which ministers to pleasure. Let him hear the following lines and he will find more fun in opening his box of toys:

THE PLAYTHINGS IN A BOX

This is the box, so smooth and long,
That held the baby's playthings.
This is the carpenter, tall and strong,
Who made the box so smooth and long,
To hold the baby's playthings.

This is the mill where the wheel goes round,
And the wood is sawed with a buzzing sound,
The wood for the carpenter, tall and strong,
To make the box so smooth and long,
To hold the baby's playthings.

These are the oxen, steady and true;
'Way from the forest the logs they drew,
Down to the mill where the wheel goes round,
And the wood is sawed with a buzzing sound,
The wood for the carpenter, tall and strong,
To make the box so smooth and long,
To hold the baby's playthings.

This is the teamster, with measured tread,
Who drives the oxen before the sled.
These faithful oxen, steady and true,
'Way from the forest the logs they drew,
Down to the mill where the wheel goes round,
And the wood is sawed with a buzzing sound,
The wood for the carpenter, tall and strong,
To make the box so smooth and long,
To hold the baby's playthings.

This is the woodman with axe and all,
Who chops the tree to make it fall,
To give to the teamster, with measured tread,
Who drives the oxen before the sled.

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These faithful oxen, steady and true,
'Way from the forest the logs they drew,
Down to the mill where the wheel goes round,
And the wood is sawed with a buzzing sound,
The wood for the carpenter, tall and strong,
To make the box so smooth and long,
To hold the baby's playthings.

This is the darling baby boy
Who seized the box with greatest joy,
The wooden box, so smooth and long,
Made by the carpenter, tall and strong,
Out of the tree which the oxen drew
'Way from the forest in which it grew.
In this box the baby found
Playthings square, and some were round.
The ball he rolled upon the floor,
The blocks he piled up by the score;
Built low, built high, with great delight,
Because he knew he had the right
To play with playthings in his box.

THIRD GIFT

BUILDING blocks which have been used in the kindergarten for many years are called "Gifts." These are sets of series of blocks made of plain wood and come in boxes. As the Ball, baby's first toy, is called the First Gift, the Ball, Cube, and Cylinder together are called the Second Gift, we begin with the first box of blocks, calling it the Third Gift. This is composed of eight cubes an inch in diameter, which piled together in symmetrical form make one large cube two inches square. These come also in larger dimensions for constructing on the floor larger buildings and toys. School-supply houses can furnish you with any size desired, the ex-

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pense naturally increasing according to the dimensions called for.

Simple as these blocks are, they present great possibilities for the child's inventive ability. Many practical lessons may be gained from the use of them, and with the accompaniment of a story or rhyme fascinating illustrations are possible. Let the child experiment for himself, finding out what he can do with his toy. As he continues, the mother may suggest something which will bring to the child newer and better ideas. It is through such coöperation that the child develops his power of discrimination, originality, initiative, and is stimulated to close observation of the great world of form through his work.

The child, when given his new blocks, naturally piles them or puts them in a straight row. Here is Mother's chance to suggest that it be called a train of cars. Count them and see how many cars there are. Now the commonplace little blocks are changed into houses, barns, gates, steps, and churches. To the child, the crude houses he builds are lived in by real people, animals live in the barn he constructs, while he imagines people and vehicles cross his bridge. Building forms, such as tables and chairs, are imitations of things seen in the child's ordinary experiences. Placing the blocks in certain set positions form designs, while piling them high makes towers and monuments. Number work enters in, too, for the blocks must be counted separately and in combinations.

It is detrimental to let a child construct objects and then destroy them with no thoughtful purpose. Let

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him construct objects and from them develop others. Changing from one thing to another in this work is called "Transformation in the Form of Sequences." This comes in the form of instruction after the child has become somewhat weary of his own free play. If the directions are given in story form the play will be doubly entertaining.

Transformation Series.

Use eight cubes of equal size. Pile four on top of four, which are on the table, making one large cube. Begin the story with blocks in this position saying:

- I. This cube is the house a little boy lives in. It is a square house.
- II. His father takes him downtown stopping first at the post-office.
(Take two back cubes in each hand and bring them forward beside each side of the front four. You will have a long, low building two cubes high and four cubes long, facing you.)
- III. From here they go to the father's office building.
(Take two blocks in each hand from each side of this low building and place them on top. These now should be two cubes wide and four cubes high.)
- IV. As they looked out of the office window they saw a high tower or chimney.
(Turn the office building around so the narrow side faces you. With both hands raise four cubes on top of the other four cubes, making eight in all. Here you have a tall chimney.)

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- V. As father and son are going back home they pass a church.

(Take two cubes down and place them at right of the chimney. Bring two more cubes down and place two beyond the first two. Now you have a church tower at the left four cubes high, the church part is two cubes beyond the tower on the right side.)

- VI. Next they see a fire-engine house.

(Take the two outer cubes at the right and place them on the left side of the tower which brings the tower in the middle.)

- VII. Home again.

(Place the upper two cubes of the tower behind the lower cubes of the tower and with the remaining two cubes fill in the space at the back forming the original one large cube.)

FOURTH GIFT

NEXT in the series of blocks comes the Fourth Gift, which is made up of eight blocks rectangular in shape. The proportions of these being two inches long, one inch wide, and one half an inch thick. These are called bricks and when piled together make the same two-inch cube as was found in the Third Gift. These blocks present more and varied possibilities to the child and he delights in discovering for himself the many uses to which they can be put. He builds steps, fences, gates, bird-houses, furniture, and so on, lending more artistic and natural form to the original models.

Examples of transformation are here given using the

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bricks. They afford much pleasure as well as develop ability to count and accuracy of work.

Story of going to see Grandmother.

I. Children start from home.

(Their house is the bricks piled to form a square; two piles of four bricks each side by side.)

II. Went to see Grandmother in a coach with two horses.

(Take two upper bricks and place them in front on the table on their long narrow sides.)

III. They drove past a factory.

(Use the two bricks which were the horses and pile one on top of the other on the small narrow side, placing them back of one of the piles of three bricks.)

IV. On reaching Grandma's house they found her sitting in a big chair.

(Take one brick from each of the piles and put up beside the factory chimney in same manner. These make a broad, high back to the chair.)

V. The children found two small chairs beside Grandma for them to sit in.

(Separate the big chair in two parts making two chairs with two high backs.)

VI. They went down into the garden to play in a pretty summer house.

(Stand up on small ends four bricks for pillars. Lay a brick on its broad side across the tops of two pillars and another across the tops of the other

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two pillars. Now join these by laying the remaining two bricks on top of these making a roof.)

- VII. Grandma called them to supper and again they found their two chairs. After that Grandma sat in her big chair and bade the children good-bye as they drove off in the coach with two horses. They passed the factory again and finally reached home safe and sound.

(Here the transformation goes backward over the same construction till finally the bricks are in their original position.)

The little boy who went to Church.

- I. Once upon a time there was a little boy who lived in a square house.

(Make same square formation of the eight bricks. Have the narrow, short sides facing you.)

- II. On leaving his house he went to the garage and found the automobile was out.

(With each hand take two bricks from the top placing them on each side of the center ones. This is the garage.)

- III. From here he strolled down the board walk.

(Take one brick in each hand; lay them down on table beside the others. Take the remaining two bricks on top and do the same. Now you have eight bricks lying in a row with narrow sides facing you.)

- IV. He passed a fence.

(Very carefully raise these eight bricks to a standing position, the broad sides facing you.)

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V. He came to a gate.

(Take the two center bricks out and balance them one on each side, touching each other over the middle of the gateway. These two bricks should be lying on long narrow sides.)

VI. Walking through the gateway he came to the door of a beautiful church.

(Take the next two outer bricks of the fence and on their small sides stand them on top of the gateway, giving an effect of a tower.)

VII. After church he came out through the church door, and the gateway. He passed the fence, went down the board walk, looked in at the garage and then went into his house.

(Take the steps backwards with same directions as given. The bricks will again be piled in their original position. With these suggestions of transformations children can build in sequence from their own experiences.)

With the combination of the cubes from the Third Gift and bricks from the Fourth Gift there is a broader field of building with more artistic results. Let a cube be the chair and a brick stand up to be its back. Two of these chairs put together will be a bench. On top of a cube put the brick broad side. Two of these placed side by side make a square table. Make four chairs and put one on each side of the table. This can be used as the dining-room table for four little dolls.

Pillars, forming gateways, doorways, and windows, can be made by standing a brick on its small end on top of a cube. Place another cube on top of this brick.

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By placing two pillars side by side a window is formed. For a gateway spread two pillars apart joining them at the top by laying a brick across. Build steps in between the pillars of the gateway to make a doorway. Piling pillars higher with windows will develop attractive towers and monuments.

Laying bricks and cubes on the table in regular and alternating formation will make Grecian border patterns. Unit designs can be worked out by starting with a hollow center formed with cubes or bricks. Whatever block is placed on one side must be placed in the same position on the other three sides. Continue balancing the four sides with good arrangement of blocks until all are used. Designs are innumerable that can be worked out in this way and greatly please the little folks, for there is real beauty to them.

FIFTH GIFT

THE next box of blocks is the Fifth Gift. It contains twenty-seven cubes which in its compact formation makes a three-inch cube. When separated we find that some blocks are divided into halves and some into quarters. With these triangular blocks new-shaped articles and buildings can be made. Slanting roofs can be made to houses and more elaborate monuments, arches, and bridges can be constructed.

A group of farm buildings can be made from this Gift, which not only uses the imagination, but can tell a story as it progresses.

House. At one side of the table arrange, side by side, and running back from you, two rows of three cubes

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each. On top of the right-hand row place another row of three cubes. Now on top of the first two cubes of this row put two quarter cubes having the broad side flat to the cube. This makes part of the roof. On the third and back cube stand two quarter cubes together, on small triangle ends, to make a chimney. On the left-hand row of three lower cubes place three half cubes in a right-angle position. These will lean against the right-side row and complete the slanting roof. Make a front door and side door by placing a quarter block broad side against the cubes in the center of any two sides.

Barn. Place four cubes in a row; now another row of four cubes on top of these. On top of the three cubes place three half cubes, broad side flat to the cubes to make an overhanging roof. On the fourth cube put two quarters together to make the same shape as the half cube.

Henhouse. Place three cubes in a row. Put three quarter cubes on top, broad sides flat to the cubes. These make the roof.

Dog kennel. There is one cube left on which place the last quarter block to make a little roof. Group the buildings as desired, but it is attractive if they are placed to make a yard in the center.

An illustration of building with these blocks can be found in this volume in the chapter on "Toy Villages." Houses, public buildings, and churches will soon develop into the semblance of a town. In the picture there is also seen in front of the buildings a sidewalk. These are flat squares of polished wood called "tablets." Placed one after another in a row they give quite a bit of dignity to the town.

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These tablets represent one side or face of the cube and are used with pretty effects for flat-design work. They are prepared for children to use in squares, circles, and different-shaped triangles and can be purchased in bulk at school-supply stores.

SIXTH GIFT

THE Sixth Gift far surpasses the other blocks in its architectural forms. It is made up of bricks, half bricks and columns which work out with splendid success in making colonnades and buildings resembling those of the Grecian type.

By combining the Fifth and Sixth Gifts still more elaborate work can be done. A toy village will look more like a palatial courtyard. A throne can be built at one end on which may sit little dolls dressed in royal robes. A May Festival is in progress and a Maypole is in the center of the court. Put a stick in the middle of an empty spool. On top of the stick should be tacked pretty colored streamers of tissue paper. This is the Maypole and is surrounded by little dolls dressed in white ready for the dance.

At intervals about the courtyard should be trees. These are made like the Maypole using green paper for the tree foliage. Use the tablets for walks and to surround flower beds or make-believe fountains.

The educational value to the child in using these special blocks designed for the kindergarten are many and varied. They are an outlet for the child's creative impulse and they afford an opportunity for him to express his originality in this construction work. They

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satisfy the desire of the little artist to make beautiful designs and buildings.

For the child who does not own them, wood can be cut as before suggested. Father or big brother who are interested to help, have a great opportunity to do their part in assisting in the early beginnings of the education for the youngest members of the household. In the humblest home there is no reason why some form of blocks cannot be enjoyed by these little builders.

STICKS

It is very natural for children to be interested in and play with sticks. They like to gather sticks, pile them, arrange them, and count them. Having observed this manner of play the kindergarten recognizes their value enough to introduce this form of occupation into definite instruction. On closer study one can see that sticks represent the outlines of objects. The edges of the blocks we have just read about are represented by lines on paper. As a basis of drawing, the child having made a picture of simple objects with sticks, he is better able to take pencil in hand and reproduce what he has made on paper.

Small sticks an eighth of an inch in diameter, and in different dimensions from a half-inch to five inches long, may be purchased from kindergarten supply-stores. Toothpicks or burnt matches may be whittled to desirable lengths also. A child will play with them by the hour developing all kinds of designs and pictures, in outline form.

It is suggested that the first educational and simple

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step to be accomplished is the placing of sticks in rows like soldiers, in twos, threes, and fours. A bit of mathematics enters in as well as artistic formation. Next proceed to slanting lines, pointing two lines and finally adding a third to join these at the base to make a triangle.

Pass on to the use of four sticks. There will be the square and rectangle in geometrical form from which definite designs in patterns can be made. Many articles can be made, too, such as a chair, bed, a gate, or a flag, one side of the square being a longer stick.

With five sticks a greater variety of pictures can be made, such as a house with slanting roof, shovel, arrow, or banner. Now give free use of sticks of different length, and a goodly number. Here are suggestions of several things to do.

Christmas-tree. One long stick with many short sticks slanting down from it on each side make the branches.

Flower pot. Four sticks, the two side sticks slanting inward toward the bottom. Sticks short and long at the top of the pot to represent a plant with leaves and blossoms.

Clover. Three small triangles meeting at the center point from which is placed a stick for the stem.

Fireplace. Large rectangle at center of the bottom line; use small sticks for andirons and cross two sticks for the firewood. On top of the horizontal stick which forms the mantel place small sticks for candlesticks. Place three small sticks in the form of a triangle for the candle shades. From the under side of the mantel place

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small sticks downward representing stockings hung for Santa Claus.

Tent. Large triangle. Place inside two small chairs each side of the table placed in the center of the triangle. Put small flag at the top of the triangle.

Pig. Form a rectangle. At the upper left-hand corner make a small triangle with small sticks. Find a bead for an eye. Place four short sticks for legs below the rectangle and a short stick for the tail at the right side.

RINGS

THE child is now beginning to observe the edges of everything. The sticks represent straight edges, but he also sees curved edges. The ball is round; the saucer is, too. Some things are round half of the way and others have just a short curved edge. In order to satisfy this want, once again the kindergarten has furnished the necessary materials. Metal rings made whole, in halves, quarters, and eighths, can be purchased in small or large quantities.

Let the child compare different-sized rings. Place one inside of the other, put them in different positions making designs. Now take the half-circle, quarter, and eighth sizes and gradually combine them. The child sees beautiful curves everywhere, in the trees, flowers, hills, and ocean waves. With the help of the rings he can make all these illustrations. Surely the steel rings with which he outlines beautiful flowers and designs tell him a fascinating tale more wonderful than the magic ring of the Arabian Nights.

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Combining the sticks and rings gives a wealth of material with which to create pictures of objects.

Balloon. A stick placed at the bottom of the large ring.

Pipe. Circle resting on the end of a stick.

Dumb-bell. Two rings joined by two parallel sticks.

Cart. Two circles joined by a stick across the top. Another stick tipped at an angle at the end makes the handle.

Cherries. Two sticks brought to an angle point. At the other end of the two sticks are small circles.

Umbrella. A stick coming down from the inside center of the large half-circle.

Hat. A stick joining two ends across the bottom of the large half-circle.

Vase. Use sticks and half rings making the two sides alike. Coming from the top of the vase sticks to make flower stems, and quarter and eighth rings arranged to make flower petals and leaves.

Pigeon House. Sticks for house; quarter rings for little windows or doors.

Church. Sticks for the building and high steeple; sticks and rings to make doorways, arches, windows.

House. Sticks for building, adding an ell, chimneys, and porch. Use eighth rings in alternate irregular line to represent smoke coming from the chimney.

Castle Gate. Towers on each side of portal gate made with combination of sticks and rings.

Stories or a child's experiences may be pictured in outline form. A visit to the farm would mean making a panorama of house, barn, henhouse, and fence.

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The Three Bears. While the story is being told make three chairs, three beds, and a table with three curved bowls. A few small eighth rings arranged just above the bowls give the appearance of steam rising from the porridge which was hot.

Chicken. For the body, a large circle; head, small circle; bill of two small sticks; and find a bead for an eye. Two sticks for the legs.

Ostrich. Body, a large circle; stick for a long neck; head, made like the chicken at the top of the neck. First a stick and then three quarter rings for the tail feathers. Two sticks for the legs.

Woman. Medium-sized ring for the body; large half ring, upside down with stick across the bottom, for a skirt. Small ring for the head; beads and very small sticks for the eyes, nose, and mouth. Quarter rings for the arms. At the end of one arm make an umbrella with short stick and quarter ring. Sticks for the feet.

Tablets may also be combined with sticks and rings. When one has seen the great possibilities with the sticks and rings, the tablets will offer more suggestions along the same line of interests with which to experiment.

LENTILS OR SEEDS

In the chapter on nature work the collective instinct was developed through a play which seems to be one of the greatest pleasures of little children. The gathering, sorting, and keeping of certain materials is an occupation so thoroughly appreciated by teachers of children that the use of them and the encouraging of such play have been introduced into the child's programme of education.

BUILDING AND CONSTRUCTION

A new thought expresses itself as materials, such as pebbles, shells, seeds, lentils, or even buttons, are given for occupation. Place pebbles or lentils in rows, as suggested with the sticks, and count them. As the child is given free use of these new playthings something will soon be created.

The outline forms of articles known to the child will be made by placing the seeds side by side to make a connecting line. Perhaps the mother as well as the child is interested to know that it is seed by seed or point beside point which in reality makes the complete line. In other words, he is drawing a picture on the table, not with pencil and paper, but with points.

As an outline is made the center can be filled in solid if desired; thus giving a massed effect. For example, a circle may be formed. Fill it in solid with seeds and a ball is suggested. Take a few seeds away from the top, making an indentation; add a small vertical line of seeds, and you have a picture of an apple. A Jack-o'-lantern, doughnut, basket, cup, or a flower may be developed from the circle.

From a square outline which has been made, fill in or take away so as to make a box, house, gate, hat, flower pot. From the original triangle shape suggestions of a tent, tree, fan, bell, or a flag will come. Life forms of birds and animals will suggest a large field of employment for busy little fingers. Conventional designs and borders can be copied from linoleums, rugs, and wall-paper. This work encourages creative desires and will lead to the making of permanent drawings of articles at another time.

CHILDREN'S OCCUPATIONS

In introducing occupations such as the ball, building blocks, sticks, rings, and lentils, it is not the purpose to instruct the child in abstractions which do not properly belong to childhood, but to lead him in early life to the practical knowledge of things about him. These should inculcate in him the love of industry, helpfulness, and independence of thought and action.

XVI

THE NEIGHBORHOOD GROUP

A KINDERGARTEN for every child, and every child in a kindergarten" — this is the slogan of Commissioner Claxton of the Bureau of Education. But in many places it is not possible to have a kindergarten for every child. In the country, where homes are widely separated and distances are great, a public kindergarten cannot be maintained as a part of the school system. A neighborhood group may often be formed, however, where two or three families live near enough together to permit the children to play together. Every child needs the companionship of playmates. The solitary child will rarely become a good "mixer." Social contact is necessary in the period of childhood in order to form a social being.

The virtues of unselfishness, generosity, consideration for others, and coöperation are cultivated in the social group. A mother who desires to give her child the benefit of group work and play may open a play school in her home. She may invite three or four children in the neighborhood to come to her home for two or three hours daily or semi-weekly as her time permits. The home school may be planned like a kindergarten. Each child may furnish his own chair, and a low table may be made by cutting down a kitchen table. Or Father or Brother may make a rustic table. In the summer the group may meet in the garden or in the woods. A programme for

CHILDREN'S OCCUPATIONS

the day should begin with a hymn or a child's prayer or with a song of greeting. (See Volume V.)

Then "the time has come to talk of many things" — of wind and weather, of the signs of spring, or signs of winter, of the first flowers, the first birds, of the happenings of the neighborhood, of the work to be done in the fields or in the home.

This "morning talk" corresponds to the conversation of older people and should set a standard for the give-and-take of social life. Songs may be suggested by the conversation according to the season. In the spring children like to sing of buds and blossoms, of birds and bees, of the farmer in his field and of the little garden bed. (See "Songs of the Seasons," Volume V.)

No piano is needed for these songs. It is better for children to learn to sing independently. If there is a piano in the house, it may be used while learning the songs. It is also useful for playing rhythms and marches to accompany the rhythmic and gymnastic plays which follow the morning circle. (See Volume V.)

Much free play is desirable. Running plays and chasing plays as Hide and Seek, Chase the Squirrel, Hunt the Thimble, are among the old favorites. Many new plays will be invented by a group of children. For movement plays see the chapter on "Games."

Some time during the morning or afternoon a story group should be formed. The mother tells the first story. The little listeners should be ready to retell the story and in succeeding days to tell it over and over again. When a child tells a story he gains excellent exercise in English. His vocabulary is increased, his store of ideas enlarged.

THE NEIGHBORHOOD GROUP

The stories should be wisely chosen according to the ages and interests of the group. Each season brings its own circle of interests. There are tales of especial value in the fall when leaves are falling and nuts and fruits are ripe. Winter tales have a different theme and spring and summer bring their own delights.

(For timely tales see "Out of Doors" and "Our Animal Friends," Volume I.)

Holidays should be observed in every group of children. (See Volume V for Christmas, Easter, Thanksgiving, Patriotic songs. For holiday stories see "Holidays and Festivals," Volume I.)

Home and neighborhood activities are of absorbing interest in the lives of children. Their play should be largely a reproduction of these activities. They share in the life about them and their life begins in sharing the daily experiences of the home and its environment. Play is a child's means of entering into life. His play world is a miniature world reflecting all he has seen and heard and enjoyed. He begins to understand the big world by reproducing it in his little world.

So our daily programme will include an hour devoted to some form of constructive or creative work. Kindergarten plays should be used. There should be a doll-house to furnish. Boys as well as girls may share in making the furniture. (See Chapter VIII for a description of a doll-house.)

When the doll-house is complete, housekeeping should begin. There should be dinner-parties and supper-parties. Dolls' clothes should be washed and ironed and hung out to dry. Through play little girls learn how to

CHILDREN'S OCCUPATIONS

lay a table, to dust the room, and to make a bed. (See Chapter VII.)

Nature excursions should be made when the weather permits, and seeds, nuts, burrs, etc., collected for use in the play school. This material furnishes most valuable means of employment. Directions for making things may be found in Chapter IX. Occasionally there should be a building period to satisfy the constructive instinct. Kindergarten blocks may be secured from a kindergarten supply store or a near-by carpenter may make bricks 4 by 2, cubes 2 by 2, some half-cubes for roofs and some half-bricks for columns. (See Chapter XV.)

These blocks may be used for free building. Houses, churches, and stores will be made. Bridges will be built and towers erected. The community idea will be suggested and we shall have a village or a town. Streets will be laid out. Sticks will be found to make car-tracks; a trolley-car will soon be running through the town. (See Chapter IX.)

A Japanese toy or a picture may lead to the making of a Japanese scene. The story of our Dutch Twins or a pair of wooden shoes may be the incentive to making a Dutch Village. (See Chapter IX.) The children see how other people live and geography begins.

We must remember the little artist in our plan of work. Clay, paint-boxes, paper, scissors, pencils, and paste must be part of the equipment of the home school. Many suggestions for exercises are given in another chapter. Drawing gives a child another language and there should be ample opportunity for the use of pencil and paper.

THE NEIGHBORHOOD GROUP

The stories which have been told may be dramatized as the children desire. They will assign the parts and take the rôles. (See Chapter XIV.) Such make-believe is especially desirable as a social enterprise. It brings one group together and shows the need of each one acting well his part. To teach children to live was the aim of Rousseau's scheme of education. To teach children to live and to teach them to live together is the aim of our home kindergarten.

XVII

SUGGESTIVE PROGRAMMES

SEPTEMBER

OPENING OF THE NEIGHBORHOOD SCHOOL

AS a general outline to follow in the morning's programme, the following is a basis on which to work, though always subject to change:

A.M.

9.00. Hour for children to assemble.

9.00 to 9.30. Free play.

9.30 to 10.00. Morning Circle talks and songs.

10.00 to 10.30. Lesson with Gifts or occupations.

10.30 to 11.00. Luncheon and free play.

11.00 to 11.30. Games.

11.30 to 12.00. Hand-work.

Noon. Home.

The first period is called free play because it is the time when the children come together fresh in the spirit of good-fellowship to see each other and to see what is in the room ready for their use. The little girls are at liberty to go to a doll-house in the corner and play house. Some one wants to build with the blocks that are ready there for use. There is a blackboard to draw on; there are crayons and paper with which to make pictures; beads or buttons to be strung; and toys with which the boys and girls may play. Free choice makes free play.

At 9.30 strains of music tell the children it is time to

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come together in a group with the teacher or mother and little friends. Quietly hands are folded and with bowed heads the children give thanks to their Heavenly Father. Preceding the prayer the following verse may be said:

Now before my prayer is said
I fold my hands and bow my head.
I try to think to whom I pray,
I try to mean the words I say.

A Prayer:

And now before we work to-day
We'll not forget to pray to God,
Who kept us through the night
And brought us to the morning light.
Help us, Lord, to love Thee more
Than we ever loved before;
In our work and in our play
Be Thou with us through the day.
Amen.

A Monday morning Pledge:

In the week before us
In our work and play
Let us all be loving,
Working every day.
Try to help our Mothers,
With the hands and feet
Make the week a glad one
Filled with service sweet.

Prayer songs may be found in Volume V of this series; also Good-Morning and Greeting songs. These are sung with action, sometimes going about shaking hands with each other and sometimes with gestures as the children are seated in their chairs.

The Morning Circle period is the precious half-hour

CHILDREN'S OCCUPATIONS

of the morning when the children have something to tell you and something to learn. It is a time when conversation never lags, and a time when the teacher and children give and take of each other's best thoughts. In the first weeks, become acquainted with the children. Let them become acquainted with you and feel at home in the group. Try to encourage coöperation and team play. Now is your opportunity to plan necessary regulations for the definite hours together.

During the remaining weeks of the month there may be conversation on experiences common to all, such as:

Where the children live, how far away.

How they come to school.

Their families; father, mother, brothers, sisters, and the baby.

Joy found in their home, what affection they receive.

Talks on the children's duties and of their helpfulness in the home.

Introduction of the fascinating subject of their pets and their family life.

Pets, such as cats, dogs, rabbits, birds, goldfish, etc.

Use pictures to illustrate animal families.

Tell the children how animals take care of their babies.

Tell a story of mother love in the animal world.

Find out from the children what animals do for us.

What should be our treatment of them?

Impress upon the children that with the privilege of having pets comes the care and responsibility for them.

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Songs about animals (Volume V):

“My Rabbit.”

“The Gray Donkey.”

“Bossy Cow.”

“Feeding the Chickens.”

Children will bring in wild flowers, such as the purple asters and goldenrod, barberries, milkweed pods, or pretty leaves. The season has much of interest to talk about, and whatever the child brings in gives an opportunity for discussion and for learning about nature at first hand.

Songs (Volume V):

“Autumn Leaves.”

“Aster.”

“Good-bye to the Flowers.”

The milkweed pods are fascinating to children and following a talk about their contents the little girls especially will want to gather many of them. Suggest that the little boys help gather them, too, and find out what the little girls are going to do with them.

Repeat the following verses:

THE MILKWEED CASE

“Cover and case close locked together,
Filled with a curious kind of feather;
Open the box — you’ll need no key —
O pretty green case, did you grow for me?”

“‘T was only the other day I said
I must make my dolly a feather bed,
And here is the softest, fluffiest stuff,
Silky and white and plenty enough.”

CHILDREN'S OCCUPATIONS

The lesson hour is the time suggested when the Gifts, which are described in Chapter XV, are introduced. The ball, a child's first toy, is the First Gift to be introduced to the children. Ways of using and playing with the ball are described in Chapters XIII and XV.

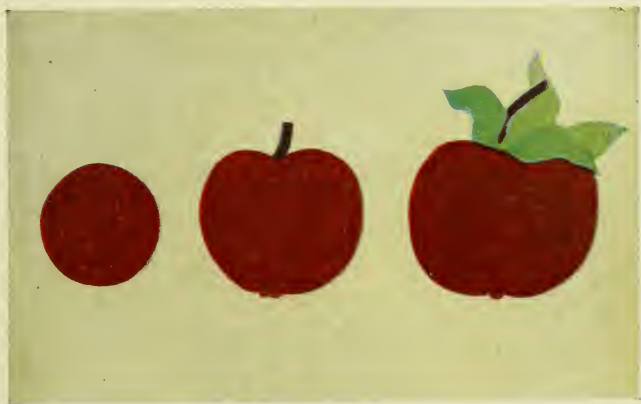
Ask the children to find other things in the room that are round.

Another day put a square box or a cube beside the ball, letting the children talk about the differences between these two forms.

If you have not the complete Second Gift, an empty round tin can may serve as the roller or cylinder. Ask the children to name articles that resemble these shapes.

In the course of the month make a separate lesson of the cube. Talk of its faces, edges, and corners. Compare it with other forms. Give the children the Third Gift with which to build.

The luncheon period may be one of much commotion or of order according to the way it is managed by the mother or teacher. Have a definite place for the lunch-baskets and see that they are put there. As the hour approaches, the children's work is put away. One little friend is asked to be the lunch-bearer. He brings the packages one by one giving the right lunch to the right child as is designated by a show of hands. With folded hands and bowed head a short verse or song may be said or sung at this time. Each child must be shown the orderliness of spreading a paper napkin upon the table before he starts to eat. As a child finishes his lunch he must remember that there are crumbs to be gathered up and a lunch-basket to be put back upon the shelf. Then



TRANSFORMATION-CUTTING

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he is free to take a picture book to look at, or play in a sand box or with toys until all the children have finished their lunches.

The game period is the time for gymnastics. Simple movements for the limbs and body may be chosen first, followed by different ring games. As the children learn them they will soon have their favorites, and it will be a great pleasure to be given the privilege of choosing the next game. This period will be a good time to give folk-dances or to get ready for a special occasion such as preparation for the May dance in the springtime. If the weather is fair, this hour may be spent in taking luncheon out of doors followed by games better suited to the playground. A walk may be taken to the park or to the yard of a friend who has some interesting pets to watch.

The last period of the morning is devoted to occupations, something to make with their hands and which very often they may keep and take home. If it is possible to relate the work to that which has been talked about during the morning or previous day, it means more to the child. Through this month he has talked about the home, pets, flowers, and about the ball, cube, and cylinder. He has learned the colors and is delighted with colored crayons. With them he will want to draw what he has seen — his house, dog, cat, or a flower. Use directions for working in crayons which are given in another chapter.

Large wooden beads remind the children of balls, and stringing them is an occupation which is always enjoyed.

CHILDREN'S OCCUPATIONS

String colored paper circles, an inch in diameter, alternately with inch lengths of cut straw. These represent a circular face of a ball and the cylinder. Square pieces of paper may be used also in combination with the circles and straws.

Make balls with wet sand.

Have a pattern of a man for the child to outline on a piece of construction paper. Above him on the card paste irregularly seven small circles of paper, representing the seven standard colors. Draw a line down from each circle so the lines will all meet in the hand of the man. Here we have made a picture of the balloon man. Let the child take this home.

At another time give the first instructions in paper-folding using the book fold and handkerchief fold.

Trees seen about the home or parks may have been discussed in a Morning Circle, therefore introduce a tearing lesson. From a piece of paper, folded, tear out trees. (See description of the work in Chapter II.)

At the closing hour a good-bye song may be sung. Let each child learn to help himself in putting on his hat, coat, and rubbers. Let him learn the courtesy of shaking hands with his teacher and of saying good-bye to each playmate.

OCTOBER

"A place for everything and everything in its place."

THE child is now becoming acquainted with his new environment; he is falling in line by working and playing with others. Out of the confusion of the child's thought as to what to do next comes the creating of an orderly

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mind. It is therefore a great opportunity to impress definite ideas upon him, and the best of habits will be formed.

Devote a morning to the discussion of hanging up hats and coats in a proper way and in a proper place.

Orderly putting away of playthings.

Orderliness in their homes and schoolroom.

Talk of hands and feet in their correct positions.

Marching well; carrying chairs properly.

Handling of their lunches.

Care of their own possessions.

Tell a story which applies to the subject under discussion.

Play a game emphasizing order: Let a child go out of the room. Two or three children in the group disarrange a dozen articles in the room. The child comes back again and tries to find out what is wrong in the room and puts everything back in its proper place.

Following closely upon the subject of order is the thought of time. Robert Burns says,

“Nae man can tether time or tide.”

There is so much to be learned of interest about the clock that a week can well be spent on this topic with the children. The following points may be discussed:

The clock is a good friend to all.

Talk about its uses.

Emphasize necessity of being on time.

Father goes to catch a train by the clock.

Mother cooks by the clock.

There must be a certain time to feed the baby.

CHILDREN'S OCCUPATIONS

Time to go to church, time to go to school.

Telling time. (See Volume III of this series.)

Songs (Volume V):

“The Clock.”

“Time to Rise.”

“The Cuckoo Clock.”

Gift work:

Build tower in which to put town clock. With sticks and rings make face of a clock. Use lentils to make face of watch.

Hand-work:

Make clocks from boxes. (See Chapter XI and illustrations.)

Games:

Singing game, “Hickory, Dickory, Dock.” (See Volume V.)

See how long it takes to walk around a circle putting one foot before another.

Through pantomime show what the grandfather's clock in the hall does by swinging arms at the side like the big pendulum. The mantelpiece clock pendulum is imitated by swinging the forearm from the elbow a little faster than was done for the big clock. For Father's watch there should be a very quick motion with the hand from the wrist which suggests *tick-tick-tick*.

Time races with the bean bag. (See Chapter XIII.)

October is the month of great changes in Nature. It is the month when many of our animals make their

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final preparations for their long winter's rest. It is not only their harvest-time, but ours likewise. It is a time for gathering and collecting Nature's bountiful supply. We want the children to know and appreciate how closely Nature is allied to our lives.

Subjects for thought and discussion:

Passing of summer and coming of winter.

Falling leaves and bareness of twigs.

Show buds on twigs explaining there will be another spring.

Gathering of pretty leaves.

Collecting of different kinds of seeds and nuts.

Show a variety of seeds and pods.

Scattering of seeds and nuts by wind and animals.

Development of new trees.

Seeds that have wings and feathery attachments.

Some seeds good to eat; such as peas, beans.

Cocoa bean and chocolate.

Seeds used for ornamentation.

Seeds from grain and their uses.

Take a walk to gather nuts.

Different uses of trees.

Logging and Lumbering (See Volume III.)

Planting bulbs for another spring.

Gardener covering bushes with dried leaves.

Birds migrating and going South.

Empty birds' nests.

What happens to the fish in the sea, the insects that fly, and the ants and grasshoppers?

Talk of the farmers gathering in their harvests.

CHILDREN'S OCCUPATIONS

If possible have samples of fruits and vegetables to show to children.

Mother canning fruit and vegetables.

Mother making jelly.

Frosty nights have come.

Why do the children button up their coats?

Mother getting out heavier clothing and bedding.

Woolen clothes.

Where does wool come from? (See Volume III.)

Talk about everything pertaining to keeping warm.
Heat in the house.

Blanketing horses.

Songs (Volume V):

"Jack Frost."

"The North Wind Doth Blow."

"The Seasons."

"Baa, Baa, Black Sheep."

Story:

THE LAMENT OF THE LEAF

HIS WISH AND THE USE TO WHICH HE PUT IT

ONE bright, spring morning when everything was fresh and green, a poor little leaf, with a feeble shake of its head, sighed and said, "Why is it that I am so sad and lonely when all the leaves are dancing about on the branches playing with one another? Nobody seems to care for me or to stop to play with me. I know that I am not as pretty as some of the leaves, but if they would only come to see me, I would try to be very kind and good to them. How I wish I had a playmate!" Such was the lament of the leaf.

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Let me tell you how the little leaf came to be so unpleasant to look at.

Early that spring it was very warm, so the leaves thought that summer was coming and they decided to put on their new spring dresses. Jack Frost, however, was hidden not far off, and when night came he went around pinching all the little leaves' faces which sent shivers down their backs, so that they all caught cold.

Now, near this leaf that I am telling you about was a dear little baby leaf whom he loved very much. When the leaf saw Jack Frost coming, he tenderly wrapped the baby leaf up in his own warm coat. Jack Frost came and our leaf caught such a cold that for many days he could not go out. He soon grew better, but, alas! All his bright green color was gone and his body was withered.

The other leaves, even the one he had so tenderly cared for, did not play with him after this because he was so homely. At first he did not complain, but this day, when he saw the other leaves having such a good time together, he wished that he had a playmate. The good old tree heard the leaf's wish and thought to himself that he would give him some one with whom he could play.

The days grew warmer and warmer until finally one day the leaf looking around him saw a beautiful pink bud which soon opened to a wonderful blossom. The fragrance was, oh! so sweet!

"What a charming playmate, but, oh, what a gorgeous dress! I shall not dare ask her to play with me." After a few days she bowed her little head and one morning the pretty dress flew away. At first the leaf felt very

CHILDREN'S OCCUPATIONS

sad, for he thought he was alone again, but in a few days he looked in the same spot and saw by his side a little green ball.

"Oh!" he cried; "my little playfellow is still here and she has come to stay."

Then he put his arms around the little ball and told her how glad he was to have her. Every day the little leaf cared for his playmate, and when night came he took her in his arms and watched over her all the night.

The little ball grew very fast until at last the leaf could hold her no longer. When the days grew warmer the leaf fanned his playfellow's cheeks, shaded her from the hot sun, and spoke kindly to her when she was weary. With all this loving care the little ball grew very beautiful. Her cheeks grew so round and rosy that every one stopped to look at her.

One day, in the fall, a poor little lame girl sat down under the apple-tree to rest. She heard the leaves rustling in the tree overhead, and looking up saw the beautiful red apple.

"Oh! how I wish I could have that lovely ball. Oh, dear, how can I get it?"

Our little leaf looked down into her poor little pinched face and thought:

"Can I give up my dear little playmate to this poor child? She is the only thing that I have to care for. How can I give her up?"

Then he said, "When I was lonely this dear little playmate came to me, now I will give her to the child because she seems so lonely and sad."

He tapped his playmate upon the arm and down fell

SUGGESTIVE PROGRAMMES

the ball gently into the child's lap. She looked up very sweetly to the leaf and said, "Thank you, dear leaf," and she went home smiling.

The little leaf was very sad for many days, except when he thought of how happy he had made the little girl. Not long after this he flew down to the ground to help make a nice blanket for the grass so that it would be warm when winter came. Let us hope he passed a very happy winter under the snow, for surely such a good little leaf ought to be happy.

Gift work:

Introduce Fourth Gift.

Make bird-houses.

A log house for lumbermen.

Furniture.

Use tablets, sticks, and rings, or lentils to make pictures of bird-houses, trees, barns, and vegetables.

Lentils may be used to make leaf forms.

Peg boards are flat pieces of wood in which are placed holes at regular intervals in which colored sticks or "pegs," as they are called, may be stuck. Children enjoy using them, making-believe that they are all sorts of things. Sometimes they are people and sometimes trees. Make a fence enclosure around the edge and inside the field put trees and cows. In one corner a few pegs could represent a barn.

Games:

Played out of doors in a pile of leaves or indoors with an imaginary pile. Act out the words of the verse,

CHILDREN'S OCCUPATIONS

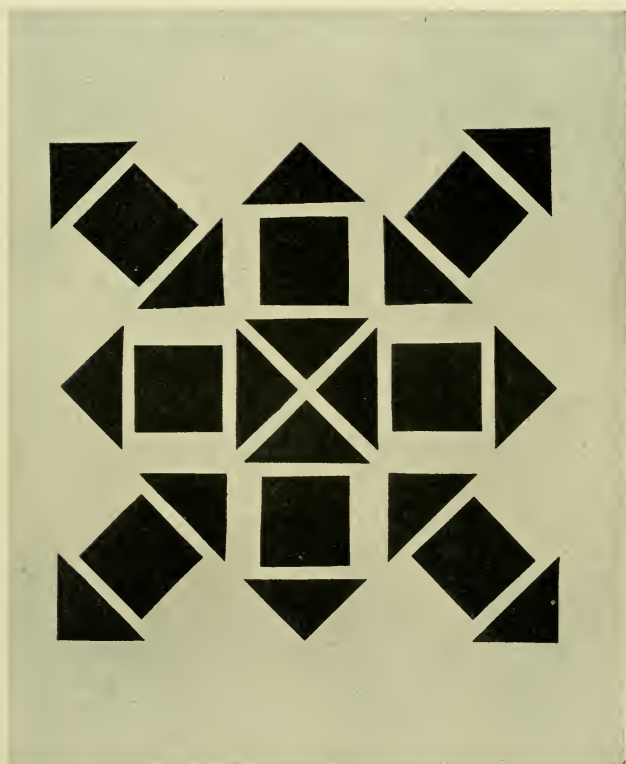
Like a leaf or a feather
In windy, windy weather
We'll whirl about,
Twirl about,
And all sink down together.

Squirrel game. (Chapter XIII.)

Folk-Dance, "Rabbit in the Hollow." (Volume V.)

October Pageant

An older child can be dressed as a farmer in overalls and broad-brimmed hat. He is making-believe gather his vegetables for the winter. Children must designate in some way what kind of vegetable they represent. Costumes may be made of crêpe paper or cambric. The simplest way is to have a large shape of the vegetable cut out and colored. Make two vegetables, pinning one on the front of the child's dress and one on the back. The familiar vegetables to represent would be potatoes, turnips, pumpkins, beets, carrots, and watermelons. Each vegetable or group of same kind of vegetable comes in separately performing an original dance or making appropriate gestures. A large imitation barn or storehouse can be constructed in one corner of the room into which these vegetables finally skip. There can be a group of children representing leaves. They come whirling about in their autumn colors and finally fall to the ground. Another group of children should represent a flock of birds flying away to the South. They fly in around the room, group together, and then in flock fashion with a leader fly out of sight. The farmer is now left alone to sit down and rest from his busy days of summer toil.



CONVENTIONAL DESIGN FROM THE SIXTEEN SQUARE
FOLD

SUGGESTIVE PROGRAMMES

Hand-work:

Pressing of leaves into scrapbooks for preservation.

Collecting of seeds and nuts.

Making seed chains.

Making nature toys. (See Chapter IV.)

Arranging winged seeds in decorative forms of design.

Begin use of scissors as described in Chapter II.

Paper-folding:

Barn-fold. This is where the hay is stored for the horses and cows to eat in winter.

With heavier construction paper fold and make box to hold seeds.

Make a toy barnyard. (See Chapter IX.)

Paper-tearing — different shapes of leaves.

Clay. Make a large ball and then mould it into an apple.

Make impressions of leaves on a flat piece of clay.

Mould a bird.

COLUMBUS DAY, OCTOBER 12

EACH month has, beside its many activities, days upon which to stop and reflect. The child cannot entirely grasp the meaning of historical days. Our attitude, however, toward a holiday makes the impression which for the present is only imitative, but later develops a desire to study with more interest.

Give simple descriptions of Columbus sailing across the ocean, discovering the new country, landing and meeting Indians, and returning home to Queen Isabella. Bring out his characteristics of bravery and endurance.

Sing patriotic songs.

Dramatize story impromptu.

CHILDREN'S OCCUPATIONS

Gift work:

Make a boat with sticks or lentils.

Paper-folding: Fold sailboat as described in Chapter II.

Paper-cutting: Make a banner similar to the one Columbus placed on America's soil. Fold a long, narrow piece of white paper in halves making a double banner. Cut ends in wedge shape or fringe them. Paste the center of the back banner on the upper part of a small stick bringing the fold at the top of the stick. The front banner is left free to wave back and forth. In the center of this banner paste a green cross made in the Grecian form.

Sand box:

The sailing of Columbus and his boats can be illustrated by dividing the sand into the Old World and the New World with the Atlantic Ocean between. The Old-World side will show civilization with houses and people, while America will be filled with trees, using many twigs and a few Indians. The boats may be moving across while the children retell the story.

HALLOWEEN, OCTOBER 31

A TIME for fun and frolic with myths and superstitions of the pranks played by fairies and elves years and years ago.

Talk of some of the simple Halloween customs.

Let the children try bobbing for apples.

Tie cookies on ends of pieces of string which are hanging up. Have the children try to eat them with hands behind backs.

SUGGESTIVE PROGRAMMES

Tell story fitting the occasion. (See Volume I.)

Make a Jack-o'-lantern: Use a good-sized pumpkin scraping out the entire center. On one side cut out eyes, nose, and mouth. Place a lighted candle in the center of it. Now darken the room and let the children gather in a ring dancing around the Jack-o'-lantern which is placed in the middle of floor. To the tune of "Here we go round the Mulberry Bush" (Volume V), let the children sing:

"This is our Jack-o'-Lantern man,
Lantern man, Lantern man;
This is our Jack-o'-Lantern man
On this our Halloween day."

Let children draw a Jack-o'-lantern with orange-colored crayon.

Have them cut one out on folded paper letting the crease at the side hold the two sides together; when opened it will stand up. This will make a good place card at a supper party. It can also be used as an invitation card, the writing being found inside.

Make a witch doll of a lollypop. With the candy part down dress the stick first with stiff white paper, then with orange crêpe paper and a black cape. Put a marshmallow on top of the stick for a head, marking the eyes, nose, and mouth with melted chocolate. Put a black pointed hat on top of the marshmallow and tie it under the chin with black streamers. Roll a piece of wire with black paper. Tie some fringed paper on the end, making a broom. Attach this to the front of the witch's dress, She should stand alone.

CHILDREN'S OCCUPATIONS

NOVEMBER

NOVEMBER usually finds the harvest nearly stored, and as we turn toward the approaching winter we are glad that we are prepared for it. The animal world, too, is getting ready for it. Nature has already done her work, for the trees and plants have begun their long winter's sleep. The days are growing shorter and colder.

Let the children continue their talk about the habits of the wild animals.

Animals storing their food.

Their hibernation.

Their heavy coats of fur.

Our care of domestic animals in winter.

Housing of hens, cows, and horses.

Warm place for the cat and dog.

Emphasize feeding the birds who stay with us.

Study of the squirrels is especially interesting to the children.

Talk of the spider who wants to come into your kitchen and weave a web. Show or tell about his little legs that enable him to crawl so lightly on his slender thread.

Take up the subject of the caterpillar. Find some cocoons or let the children bring you some which they have found. Keep them in moist cotton batting and put them in a dark place through the winter. Early in the spring bring them out into the warm room where they may be watched. The children will be delighted to see the exquisite butterflies emerge in due time from their little houses. What better example could one have to

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show the children faith in our Heavenly Father who cares for even the smallest of His creatures?

Mother is busy in the home with her fall work of adjusting the house and clothing for cold weather. She is still canning and preserving.

Father is storing supplies of all kinds for his family and the animals.

Coal and wood are already in use.

Explain to the children how the farmer has gathered his corn and threshed his wheat. Wheat is made into flour and corn into meal for our use. (See Volume III.)

Have samples of wheat and corn in their growing state. A coffee-mill will answer the purpose of illustrating how the miller grinds the corn. Do this for the children.

Show samples of corn meal, different cereals, and flour as we buy it.

Discuss the many ways of using these products.

What does Mother use flour for?

If possible, take the children to visit a bakery.

If your school is accessible to a kitchen, take the children there and make a loaf of corn bread. Let them watch and help you in the process of making and baking.

Through these days of interesting talks bring out the thought of interdependence. Show the relation of Nature, man, and God in all things.

Take, for example, the bread which children eat. Analyze in this fashion, if possible getting answers from the children:

Bread is made from flour.

Flour is bought from the storekeeper.

CHILDREN'S OCCUPATIONS

He gets it from the miller.
The miller makes flour from wheat.
Wheat is raised by the farmer.
The farmer plants the seed.
Seed grows because of good soil, sun, and rain.
For all these we must thank our Heavenly Father.
Children should give thanks to all.
Let the children learn these verses:

“Bread from flour,
Flour from grain,
Grain from sun,
And wind and rain,
Which our Father in His love
Sends his children from above.”

Also:

“Back of the loaf is the snowy flour,
And back of the flour the mill,
And back of the mill is the wheat and the shower
And the sun and the Father's will!”

And:

“God sends the sun and rain
To ripen all the grain,
To fill the trees with fruit so good,
That we may never lack for food.”

Another subject which exemplifies the thought of interdependence is the butter which the child spreads on his bread. Explain to him how the butter is made from milk.

Milk comes from the cow.

The cow must be cared for by the farmer; therefore hay must be cut, made, and stored for the cow to eat in winter, while in the summer the farmer must give her a nice pasture full of green grass and clover. All this

SUGGESTIVE PROGRAMMES

must be done in order that butter can be served at our dinner table.

We cannot keep our houses warm if we have no coal. Explain transportation, mining, and the life of the miner. (See Volume III.)

Talk of how man has harnessed Nature to his work, such as:

Getting power from Niagara Falls to work machinery.

Irrigating lands for agriculture.

Use of electricity discovered in the air.

The aeroplane.

Let the children suggest other forms of interdependence and our need of giving thanks for all that comes to us.

THANKSGIVING

THROUGH all the month we are thinking about and leading up to the great festive day of Thanksgiving. This is a joyous day of family reunions and of a feast of good things to eat. Before a child can understand the significance of this holiday he must be familiar with the story of the "First Thanksgiving Day." A simple narrative of the Pilgrims, who came years after Columbus, is interesting to the children whether they understand it all or not. Relate especially:

The Pilgrims' first winter on Cape Cod.

Meeting with the Indians.

Pilgrims showing gratitude for their first harvest.

Their invitation to the Indian Chief and his council to share the First Thanksgiving Feast with them.

Find pictures illustrating these events.

CHILDREN'S OCCUPATIONS

Show hospitality to those who come to visit us.

Subject of sharing emphasized.

Can we enjoy our holiday if we have not shared with others less fortunate than ourselves?

Plan with the children to give a dinner to some poor family.

All through the month the children may be earning money with which to buy materials for a Thanksgiving dinner for some poor or sick friend. It would be interesting, if possible, to let the children go to the stores, make their own purchases, and carry the gifts to the person for whom they are intended.

Another way would be to ask the children to bring, the day before Thanksgiving, whatever they choose for the baskets — groceries, fruits, vegetables, or perhaps a fowl or turkey.

Find homes where clothing is needed and ask the children to bring garments they have outgrown or discarded.

Whatever the gift, it must represent love and work on the part of the giver. A truly thankful heart is always a generous giver.

Tell appropriate stories. (See Volume I.)

Songs (Volume V):

“In a Hickory Nut.”

“The Baker.”

“Hymn of Thanks.”

“Thanksgiving Worries.”

Gift lessons:

Use the Fifth and Sixth Gifts. (See Chapter XV.)

Build barns, storehouses, and mills.

SUGGESTIVE PROGRAMMES

Build farmhouse and buildings described in Chapter XV.

Use transformation, "Going to see Grandma."

Make a long table for the Thanksgiving dinner.

Introduce sticks, rings, and lentils to set the table.

Build a grocery store using the Second Gift, cylinders to represent barrels, cubes for boxes.

With sticks and rings make Indian wigwams, bows and arrows.

Games:

Use finger play about the cow. (See Chapter I.)

Sense of touch: Place several kinds of fruit on a table. One child is blindfolded and after feeling of the fruit tells what kind it is.

Sense of sight: When the child is not looking remove one kind of fruit and then have him look and tell what kind is missing.

Sense of taste. (See Chapter XII.)

Playing store: Let the children put fruits and vegetables made of clay into small paper boxes which they have previously made. One child may be the storekeeper, the others being the customers. Money may be made of clay or paper.

Playing Thanksgiving Celebration: Let the children put on hats and make-believe to take a train to go and see Grandma. Have them knock at some other door of the building you are in. It is opened and the children find Grandma sitting there knitting. She greets them warmly and asks them to remove their hats. Then they gather about her while she tells them stories. She may

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tell a story about the Pilgrims, or what she did on Thanksgiving Day when she was a little girl. She may tell animal or nature stories too. Grandma may be an older child, or a teacher, or even somebody's mother or grandmother. Children sing songs to her, and then light refreshments are served. This should be played at the regular lunch-hour time. Later the children say good-bye and go back on the make-believe train.

Build the toy village of the Pilgrims as described in Chapter IX.

Hand-work:

Take patterns of different kinds of fruit; let the children draw around these on colored paper using the color appropriate to each fruit. Cut these out and paste them at the top of a basket. The basket is drawn on and cut out from wrapping-paper. These baskets look attractive pasted on the window panes during this holiday week.

Work with toothpicks and peas making forms adapted to this month's interests.

Make a fruit basket of green or brown construction paper. Fold the paper double, the crease coming at the bottom. With a pattern draw a basket on the double paper. Have a large curved handle. Cut it out and paste the handle and sides together. Make separate pieces of fruit and stick them into the top of the basket. (See Chapter XII.)

Make an individual dinner place: Cut a smooth piece of brown wrapping-paper about 8 x 10 inches. With silver paper or white paper painted silver, cut out fork,

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knife, spoon, and napkin ring. Cut circles of different sizes; one for a plate, a saucer, and bread-and-butter plate. With crayons or paints, color on the plate some meat and vegetables. Paint with red some cranberry sauce on the side dish and bread and butter on the small plate. Paste these in their proper places on the brown paper. The napkin with silver napkin ring should be placed at the left. If each child has a dinner place of his own before him the group will look as if they were having a sumptuous dinner.

Put five grains of corn at each place and let the children repeat this verse:

“Here by our plates, as we see,
Are five grains of corn in a row,
To help us remember the Pilgrims
Who came here so long ago.
Five little grains of corn —
I’m sure I’ve heard somebody say
It is all they had for their dinner
One very cold winter’s day.”

Through the month let children have practice with water-color washes so that when Thanksgiving week comes you can choose between crayoning and painting when decorating some of the hand-work or making paper vegetables and fruits.

Collect pictures of the harvest and Thanksgiving time making a scrapbook especially for this season.

Make a story-book as suggested in Chapter X.

Paper-folding — An Indian wigwam.

Paper-tearing: Find pictures of fruits in advertisements which are good representations. Let the children tear them out carefully that they may learn the correct

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outlines of the fruits. After they have formed a fair idea of the shapes, give the children plain colored paper to tear free-hand the same fruits.

Clay-modeling: Make birds' nests.

Make basket putting fruits or vegetables in it.

Different foods served for the Thanksgiving dinner may be imitated in clay modeling, such as the turkey, bread, pies, etc. This work not only gives exercise for the fingers, but for the memory as well, because the child will try to reproduce what he has seen his mother make. Paint these articles with water-colors and shellac them as instructed in Chapter III. Many of the clay illustrations will give ideas of subjects to try.

Make chains of corn, squash- or apple-seeds. Let the children wear them home.

Make a Thanksgiving pie. Use a paper plate filled with popcorn and covered with orange or light brown tissue paper. (See Chapter XII.)

Make an Indian doll of corn husks. (See Chapter IV.)

DECEMBER

THE month of anticipation and expectation for the children has come. The grown-ups also enter into the spirit of preparing joyful surprises for their loved ones in honor of that Greatest Gift of all time, the Saviour of the world. It is the time of all others when hearts are attuned to one another and are warmed toward the less fortunate. Children look forward to Christmas as the happiest festival of the year and talk about it and plan for it weeks beforehand.



CLAY-MODELING

SUGGESTIVE PROGRAMMES

Look out of the windows with the children and see what Nature is doing. The trees are bare and brown save one kind that is always green — the evergreen family of pines, spruces, hemlocks, and firs.

What winter birds are here?

Has any one seen a squirrel or chipmunk?

Perhaps those in the parks are tame enough to take nuts from the children's hands.

Watch the squirrels eating nuts.

First signs of ice. Talk about what the children would like to do when the ice is strong enough to hold them. Put some water in a pan outside the window that the children may watch the congealing process.

What did Mother put over you to keep you warm last night?

What kind of blanket was spread over the earth last night?

Let the children tell of their experience coming to school in the first snow of the season.

Talk of the land 'way up in the North.

Tell of the Eskimo children, of their home and life. (See Volume I.)

Another holiday is coming. What is it?

Let the children tell all they can remember of last Christmas.

Learn all you can from them about Santa Claus.

Santa Claus is the chief figure of interest during this month. His activities are a fascinating subject for speculation. Keep him mysterious. Do not let the prosaic and practical enter into the charming myth. In making him too convincing and mundane you make the

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inevitable disillusionment too severe and endanger your reputation for veracity.

Santa is jolly, good, and kind.

He has reindeer, a sleigh, and pack of toys.

He may come down the chimney.

Hang up the stockings.

Poem, "Hang up the Baby's Stocking."

Let the children write letters to Santa Claus asking for the toys they want.

Discuss their visit to the Toy Shop. (See Volume III.)

If possible take the children to a store.

Poem, "The Night before Christmas."

Stories of the Christmas-tide. (See Volume I.)

We give presents to people we love.

Let us play we are Santa Claus and we'll make things for other people.

Talk over with the children plans to have a Christmas-tree. Let us make it a surprise for our mothers and fathers. We will make trimmings for the tree and gifts for parents which will be hung on the tree.

Discuss Christmas gifts showing patterns which they will use later when the hand-work hour comes.

Emphasize secrecy in the work, because Santa Claus works that way, and Mother has secrets, too.

Why do we have Christmas?

Whose birthday is it?

We like to celebrate our birthdays, and as this is the greatest birthday of the year the whole world is going to enjoy it.

Tell the story of the Christ Child from the Bible.

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Talk of Mary, his mother; of the shepherds, stable, and the animals there.

Story of the Wise Men and the Star.

Choose one story which you can illustrate on the blackboard by drawing the picture while telling the story. Use colored chalk.

Have a collection of pictures of the Christ Child and Madonna.

Jessie Willcox Smith has illustrated both aspects of Christmas and her pictures are always appealing. Charming illustrations are found in the magazines.

Songs:

One of the sweetest things about the Christmas festivities is the carols and songs. The old English custom of placing lighted candles in the windows on Christmas Eve, while a group of carolers sing as they pass through the streets, is to be commended for the cheer and happiness it brings to many in a busy world. Little children may not be able to be the singers outside, but they may listen from inside the home. They will hear many songs and carols they have learned, for this is the time when old and young sing of the little babe who lay in the manger.

Teach the carols to the children while they are young that they may always enjoy them.

Sing these songs (Volume V):

“Winter Song.”

“Snow Song.”

“To a Snowflake.”

“Christmas Hymn.”

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"Santa's Visit."

"Christmas Eve."

"Santa Claus So Jolly."

"The Christmas-tree."

Gift lessons:

Through the month use all the blocks, that the children may freely build as their imagination directs. Many things can be made to illustrate the Christmas Story or Santa Claus.

Chimneys, fireplaces, houses, shops, toys, boxes.

With sticks, rings, lentils, and tablets pictures can be made of trees, the Star, the Manger.

Make a fireplace with tablets. With sticks and rings put ornaments on the mantel, andirons and sticks in the fireplace, and last of all the stockings hanging in a row down from the mantel.

Games:

Gymnastic exercises imitating winter sports like —
Throwing snowballs.

Skating.

Running about with arms in air and fingers moving like snowflakes.

Prancing like reindeer.

Motions like mechanical toys.

Reaching up as if trimming Christmas-tree.

Play Toyman's Shop. (See Chapter XIII; see also Volume III.)

Play Santa Claus. Children love to act out the story of Santa Claus coming with his tiny reindeer and sleigh

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to fill the stockings beside the fireplace. Have them all go to sleep save one, who takes Santa's part. Bells of a pair of horse reins are shaken by some one outside the room which signifies that Santa has arrived with his sleigh and pack of toys. On tip-toe Santa enters the room where the sleeping children are and goes to a make-believe fireplace where he places some toys borrowed for the game. He goes out as quietly as he came. Then the children play waking up on Christmas morning and finding the treasures Santa has left.

Out-of-door game. Make a snow man. Let the children help, then let them take turns hitting first his head, then his arms, and then his body until he is all gone. Let children take turns each throwing three snowballs to a turn.

Construct an Eskimo village as described in Chapter IX. (Read "The Eskimo Twins," Volume I.)

Give the children the privilege of trimming the tree.

Hand-work:

Let the children express freely with crayons and water-colors the joyous thoughts that are teeming within their small brains at this time. They will derive great joy and benefit from such creative self-activity.

The combining of all materials with which the children have worked up to this time gives splendid results. There is a great deal to be accomplished before the great celebration in the schoolroom when Mother and Father come to visit.

Christmas-tree decorations. See Chapter XII, describing:

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Paper chains, candy chains.

Stringing popcorn and cranberries.

Stringing paper circles, cotton batting, and straws alternately.

Red flowers. Red or green bells.

Snowballs.

Lanterns — Candy bag with face and body of a doll.

Make tissue paper excelsior by letting the children snip long pieces of white tissue paper.

Candy dolls. The dolls, described in Chapter XII, which are made of scrim and filled with candy, should be made by the teacher as a surprise for each child.

SUGGESTIONS FOR GIFTS TO BE HUNG ON THE TREE

Calendars. Paste calendars on the lower part of a card cut from construction paper. Above the calendar children may do different kinds of hand-work for decoration. With crayons or water-colors a landscape may be done with snow on the ground and pine-trees drawn here and there. The Star of Bethlehem with its golden rays would be an appropriate subject. A conventional border of holly leaf and berry is simple to make.

With tearing or paper-cutting the children can decorate the calendars attractively. Illustrations suggesting a winter scene of snow, trees, and a rabbit can be found in Chapter II.

With heavy green or brown card made of construction paper find the vertical diameter and fold each side to the center making the original window fold. Now open and on the center section paste a calendar, decorating above

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it or about it as desired. Thus the calendar is folded in and yet when opened will stand up nicely on Father's desk if given to him. The outside of the card may need a bit of decoration such as lines of color and spot work or holly leaf and berries.

Take a large pattern of a dog, rabbit, or cat. Cut out of construction paper and touch it up with crayons suggesting the eyes, nose, mouth, and paws. On it paste a calendar.

Blotters. Cut blotting-paper into desired size making three or four pieces. Cut from construction paper one piece the same size. Tie these all together at one side with raffia or brass fasteners. On this construction paper make pictures or designs as has been suggested for calendars.

Desk-blotted. Cut heavy cardboard 11 x 16 inches. Make four corners for it of light-weight cardboard or construction paper. Make the corners about a three-inch right angle. On these corners let the children make a conventional design with crayons or paints. A few holes may be punched and with worsted or silkateen a design may be sewed in. Fold the right-angled edges of these corners over the corners of the large cardboard and glue down leaving the slanting side free. Now slip in a piece of blotting-paper the size of the large cardboard.

Match-scratcher. On a piece of construction paper work out a landscape either with crayons, paint, or cutting paper. Let something in the picture be made of sandpaper. For example:

I. Cut out a house of black paper. Cut out of the house two windows behind which paste red tissue paper.

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Cut out black trees to paste beside the house. Paste these on the card. Now cut out of sandpaper the shape of the slanting roof and paste it on top of the roof. With white crayons make snow on the ground about the house. The red paper gives the effect of light in the windows and the sandpaper roof is the place to scratch matches.

II. Another suggestion is a seashore view. Use crayons for blue water and sky. Cut a piece of sandpaper and paste on the picture for the sand. Sitting at the edge of the water on the sand place two little children who are supposed to be playing in the sand. From patterns the little children may be cut out and pasted on. Sunbonnet babies are cunning little figures to place here.

III. Cut out a good-sized candlestick which has been crayoned first. Paste it on a card. The candle part should be a long, narrow strip of sandpaper the top of which is cut pointed. On the card and at the top of the candle put on some orange crayon to represent the flame. These should have a loop of ribbon at the top of the card with which it may be hung up.

Shaving-paper case. Cut white tissue paper into a rectangular shape and make a package of it about one half inch in thickness. Cut two pieces of construction paper slightly larger than the size of the tissue paper. Let one be the back of the package of tissue paper and the other piece the front. Punch two holes across the top through the entire package and tie with raffia. On the outside front cover let the child decorate with crayons, paints, or cut-paper designs.

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Time-table case. Cut a piece of heavy green paper twice the width of a time-table and an inch longer. Now fold the green paper over double. At each end punch holes a half-inch apart and a quarter of an inch in from the edge. Let the child sew over and over with worsted or raffia. Now one side is to be decorated with a border pattern done in crayon or a Christmas-tree drawn in at opposite ends. The case may hold several time-tables.

Pin-holder case. This is made as described for the time-table case, only made of a size which will hold a package of pins. Turn the flap of the package of pins back so that the rows of pins can be seen.

Napkin ring. From a paper tubing, which may come from paper towel rolls or ribbon rolls, cut from an inch to an inch and a half in width. Wrap this over and over with raffia and fasten the end securely.

Shopping-bags. Take smooth, heavy brown wrapping-paper sewing over and over around the three edges, or, if a long piece of paper, double it so that two sides would be joined together with raffia. The bag when finished should be about twelve inches wide and fifteen inches long. If the paper is to be doubled, you will need a piece thirty-four inches long. At the top fold over, in inch folds, two inches of the bag to make it firm. On each side of the top fasten in handles made of several strands of raffia braided.

Paper-tearing:

Let the children tear good-sized Christmas-trees that may be placed in border fashion around the room.

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Tear a landscape, pasting it on a card mount. An irregular piece of white paper pasted on gray background. This shows the ground is covered with snow. Tear ever-green trees, their limbs pointing downward. Paste them here and there or in clumps on the snow. Tear out a white snowman putting him in the foreground. With crayons put in his eyes, nose, and mouth; also buttons down the front of his coat.

Tearing combined with cutting gives still more opportunities. (See illustrations in Chapter II.)

Paper-folding:

Fold and cut snowflakes as described in Chapter II.
Sled.

Transparency:

Cut a large star out of the center of a piece of heavy black or brown card. Paste over the place where it was cut out some yellow tissue paper. Do the same to another piece of paper the same size. Now paste the two together so that the pasting will come inside. This is very effective hung in the window.

A snowman made of white tissue paper is pasted on an oblong piece of white tissue paper. This is bordered with a band of black construction paper about half an inch wide. The snowman is given a black paper hat. With black paint put in his features, put a pipe in his mouth and buttons down his coat. This may be pasted lightly on the windowpane.

A red fireplace may be worked out into an interesting transparency.

More elaborate transparencies may be made by the

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teacher which the children will enjoy looking at when hung in the windows. Take subjects such as "The Star of Bethlehem and the Wise Men traveling toward it," and "Santa Claus and his reindeer."

Clay-modeling:

Snowballs — Snowmen.

Oranges; paint them.

Sleds.

Chimneys.

Candlestick. Paint it green or brown and shellac it. When dry put a red candle in the socket.

Make an ash-tray for Father. (See illustrations of bowls.)

As is done at Thanksgiving time so now plan to make Christmas a happy day for somebody else. Surprise boxes of food and clothing for other children should be arranged. Make the most of this beautiful season and bring out the best that is in the children instead of the selfish tendencies, as is very easy when there are so many gifts for them. Lead them to think of the happiness of others rather than their own. Only thus can they realize the full beauty and joy of the Christmas-tide.

JANUARY

THE NEW YEAR has come. Children enter into the spirit of the time only as it is presented to them. They will follow as they are led; therefore show them that they are now about to start on fresh work and that new duties will be added. They will review some of their

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past experiences to see what has been accomplished and then push on with new zeal to do all things better than they have ever done before. Talk of the new month and the new year. As we say "Good-Morning," so we say we wish our friends a "Happy New Year" on the first day of January.

The Christmas holidays are over and perhaps your group of children have been separated for a few days. Give them a little time, therefore, to tell of their happy vacation.

Who had sleds for Christmas? Discuss the sport of coasting.

Did Brother have skates? Talk about skating.

January suggests snow in the nature world; also ice, and that under the ice and snow everything is sleeping.

Talk of the snow and of making a snowman.

Shoveling snow and snowplough.

Frost on the windows.

Ice and ice-cutting.

If possible, take the children to a pond where ice-cutting is in process. Go to the ice-house and let them watch the ice carried by machinery from the pond, up the runway and into the house. Let them see how the ice is packed away in sawdust where it will not melt even through the summer. The carts are driven to this house to get the ice which is delivered at our back doors.

Ask the children the use of ice.

We need it to keep food cold in hot weather.

It keeps Baby's milk cold.

It is used to make ice-cream.

It is used in ice-bags in some kinds of sickness.



SNOWFLAKE PAPER-CUTTING

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On a day when large flakes of snow are falling, examine the crystal flakes with the children. Note the wonderful designs.

At this time of the year, the days being short, children have an opportunity to see darkness come on before they go to bed. Full of wonder and curiosity the children are naturally attracted to the heavens. The moon and stars are unusually clear on a cold and frosty night. This is, therefore, an opportune time to discuss with them the subject of light. (See Volume III.)

Who has seen the moon?

Ask Mother to look at it with you to-night.

Who needs the light of the moon? Sailors at sea. Doctors going out to see sick people at night.

Talk of the stars. The Great Dipper.

Tell stories about them. (See Volumes I and III.)

Talk of the sunlight. Of what use is it?

Discuss lights we need to have in the home when it is night; electricity, gas, lamps, candles.

Discuss street lights given us by the town in which we live.

Other things that have to be lighted at night: Electric car, automobile, train with its red and green signal lights; also steamers. The searchlights. Light-houses on dangerous shores to light the path for boats. (See Volume III.)

In Nature we find the firefly with its little lantern under its wings. (See poem, Volume I.)

Symbolize this point of light and how much joy it brings. How can a little child be a light? If he is cheerful and helpful he makes everybody about him happy.

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"I'll be a little sunbeam true,
A tiny ray of light,
And try in all I say and do
To make the world more bright."

The child has now begun to realize that he is in a big world in which there is a great deal going on. He has learned of the dependence of each one upon every one else. He sees the relation of Nature to man, of man to men, and of all to God. There are many laboring for the child's welfare and comfort; he must appreciate it and act accordingly. Devote some time, therefore, to emphasize these points:

Respect for those who labor.

Desire to labor.

Value of time in labor.

Alternation of work and play.

Let the children tell of the different ones who labor, such as the carpenter, plumber, baker, blacksmith, cobbler, fisherman, farmer, postman. All these men have learned a trade and must work together in harmony for the good of the community. Those who employ them must respect them and appreciate their need of them. Take up the different trades from time to time with the children.

The subject of the blacksmith and his work is always interesting to children, for it shows the care of animals, especially the horse which is beloved by mankind. If it is possible, visit the blacksmith shop with your children. (See Volume I.)

Did any one see horses slipping on the icy streets?

What do we wear to prevent slipping?

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Rubbers protect us, but shoes help the horses.

Having visited the shop or shown a detailed picture of one, talk over what was seen, such as the iron shoe, paring of hoof, nails, tools, red-hot fire to fix the shoes.

Think of how many people are dependent upon blacksmiths to fix their horses' shoes; the grocer, milkman, farmer, etc. The horse is a friend to everybody.

From the discussion of caring for the horse a review on care of our pets is advisable now. In some way each animal is of use to us; the cat catches our mice, the dog watches over our homes, and the cow gives us our milk. Impress upon the children the fact that these dumb creatures are dependent on us for food and shelter. He who is kind to his beasts has a heart for mankind.

The postman is an interesting friend. Through all kinds of weather he tramps the streets delivering mail. The ring of the postman brings every child to the door. Let the children talk about their postman and encourage them to give him a cheery "Good-morning" greeting and to thank him for letters.

Let the children repeat this verse and talk about it:

"The market man is out to-day
Calling for orders on his way
We'll order things kept in his store
One, two, three, and sometimes more."

Songs (see Volume V):

"The Little New Year."

"Twinkle, Twinkle, Little Star."

"Coasting."

"When the Man in the Moon goes Fishing."

"Day and Night."

CHILDREN'S OCCUPATIONS

"The Song of Iron."

"The Little Shoemaker."

"The Postman."

Gift Lessons:

Make ice-houses with the blocks.

Designs of snowflakes with sticks.

With blocks, windows out of which you can look to see the stars and the moon.

Pictures of windows made with tablets or sticks.

With rings make the moon and sun; put faces in with sticks.

Stars made with sticks.

Stars can be made on the peg boards.

Make lamp-post with sticks.

Attach letter-box to post.

Make picture of train of cars with sticks, rings, or lentils.

Build an engine with blocks.

Games:

Exercises imitating things talked about.

Snow falling.

Throwing snowballs.

Skating — sliding.

Play horses are walking, trotting, and galloping.

Swing the blacksmith's tools.

Puff like an engine while scuffing with the feet.

Railroad train. The following poem may be acted by seven children chosen to stand in line to represent each kind of a car. Let them go and stand in place as

SUGGESTIVE PROGRAMMES

they are called. When the seven are joined together, each child putting his hand on the shoulders of the one in front, they imitate the going of the train. If done with the piano playing they continue to go until the music slows down and finally stops, the children imitating. Let another group of seven children play it and so on until all in the circle have had a chance.

THE RAILROAD TRAIN

One is the engine, shining and fine,
That stands at the head of the cars in line.

Two is the baggage-car, solid and strong,
That carries the trunks and suit-cases along.

Three's the express-car with strong double locks;
Send what you please in a parcel or box.

Four is the mail-car, open to all,
That carries the letters for great and for small.

Five is the passenger-car so gay,
That carries the people who ride by day.

Six is a sleeping-car, a pleasant sight,
That carries the people who ride by night.

Seven's a dining-car, large and neat,
That carries the people who travel and eat.

This is the train all ready to go,
That works for all of the world, you know.

It goes as fast as a bird with wings.
"Clear the track! Clear the track!" when the bell rings.

The boy who is the engine rings the bell as the train goes along.

CHILDREN'S OCCUPATIONS

Singing games (see Volume V):

“The Galloping Horses.”

“The Rocking-Horse.”

Choose several ring games during the month. Competitive games show the friendly spirit the children should have developed by this time. (See Chapter XIII.)

Hand-work:

Let the children draw or paint freely their own impressions gained from talking about snow, sports, cutting ice. Let them illustrate the different kinds of lights mentioned. They will want to picture what they saw on their visit to the blacksmith or to the baker, etc.

Have patterns of the anvil, hammer, and horseshoe which the children may outline and cut out.

A blacksmith's shop will be great fun for the children to make. Use a large box of either cardboard or wood. Make a fireplace and fittings found in the shop the children visited. Among the toys find a horse and a doll, which can be dressed as a blacksmith, to be placed in the shop.

Copy the illustration of the boy rolling a big snowball. Also the little girl with her sled. These pictures include tearing of white paper for the ground covered with snow and the cutting out of figures from black or colored paper. Paste the figures on a heavy paper of gray. Falling snow is illustrated by putting dots over the gray background with white chalk.

Make night scenes with crayons and again try them with paints.

An attractive night scene is made by painting, cutting,



STORIES ILLUSTRATED BY PAPER-CUTTING

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or by having a row of city buildings silhouetted in black in the foreground. The yellow moon sails in a dark blue sky above and a few yellow stars can be seen here and there.

Make the rocking-horse as described in Chapter XII.

Make a doll's sled, electric car, and an engine out of boxes and spools. (See Chapter XI.)

Cut out stars which have been outlined on paper from patterns. Crayon them yellow. With piece of worsted, which has been put through one of the points of the star, tie it on the child's button-hole when he goes home. If silver or gold paper is obtainable, cut out stars and paste on cardboard.

Make the paper fold of a window. (See Chapter II.) In the center section draw in panes of glass. Color the panes yellow and the side shutters green. This gives the effect of yellow light inside the house. If desired, cut out where the four panes of glass would be, leaving a framework of paper. Paste yellow tissue paper across the back.

Fold two boxes and slip one inside the other. Cut a slit on one side as in a mail-box. Let the children tear or cut small pieces of paper, make-believe to write on them, and drop them into the mail-box.

With perforated cards let the children sew star designs using worsted or heavy silkateen.

Make a transparency of a night scene. (See Chapter XII.)

Clay-modeling:

Make an Eskimo house which reviews the subject of last month.

CHILDREN'S OCCUPATIONS

Make cubes representing blocks of ice coming from the pond.

Balls of clay represent snowballs, and several pressed together will make a snowman; a large one for his body, smaller one for his chest and shoulders, and a small one for the head. Cover toothpicks with clay and press them into the sides. These represent the arms.

Mould a lamp-post.

FEBRUARY

THE short month of February brings with it several holidays which give not only pleasure, but a chance to show one's patriotism. We cannot begin too soon to teach children the true significance of loyalty and patriotism. In order to inspire them with the right spirit we should acquaint them with our country's heroes. The child's mind can be reached easily through showing him an example near at hand and through admiration for the spirit of loyalty and altruism shown in the hero's life. The unselfish devotion to duty of our firemen and policemen is an excellent concrete example within the child's experience.

Who helped you across the street to school?

Who looks after your house in the night when you are asleep?

Who catches people who are not doing right?

Policemen are strong and brave.

People must respect and obey them, for they stand for law and order.

The firemen are brave, strong, and fearless. They dare to risk their lives to save other lives and to save property.

SUGGESTIVE PROGRAMMES

We have very brave and strong men who are looking after the whole country.

There is a man, called the President, who is at the head of the Government of the United States. He must be wise, good, and true to the right.

Such a man was Abraham Lincoln, one of our Presidents who lived years ago. Because he was very brave and stood for the right, every one learned to love him. Even though he is not living now we want to show him special tribute, so we celebrate his birthday, which is February 12.

Give brief anecdotes of Lincoln's life and bring out the underlying spirit which dominated his career, that all peoples should be free. Every one should respect every one else because we have found out individual rights and yet all are dependent on one another.

Have pictures of Abraham Lincoln, and such others, illustrating incidents in his life, as would interest the children. (See Volume III for illustration of Lincoln's log cabin.)

Another birthday is at hand, that of our first great President, George Washington, which comes on February 22. He, too, was a strong, brave man who believed in truth and honesty. It was he who formed this country into a law-abiding, peaceful nation and to him has been given the title of "The Father of his Country."

Tell anecdotes of his life.

Tell of his interest in having a national flag.

Tell the story of Betsy Ross who made the first flag for the United States.

Teach the salute and pledge of allegiance to the Flag.

CHILDREN'S OCCUPATIONS

"I pledge allegiance to my flag, and to the Republic for which it stands; one nation indivisible with liberty and justice for all." Right hand held at forehead until the words "for all," when arm is stretched forward toward the flag.

Another pledge of allegiance, in poetry, is:

"My country is America,
My flag red, white, and blue,
And to the land of Washington
I ever will be true.
So wave the flags and wave again,
And give three loud 'Hurrahs'
For this our loved America
And for the Stripes and Stars."

A very little child could repeat:

"I love the name of Washington,
I love my country too;
I love the Flag, the dear old Flag,
Of red and white and blue."

The significance of the three colors should be taught:

Red says, "Be brave."
White says, "Be pure."
Blue says, "Be true."

(See "Our Flag," Volume I.)

OUR FLAG COLORS

"I know three little sisters,
I think you know them too;
For one is red and one is white
And the other one is blue.
Hurrah for these three sisters!
Hurrah for the red, white, and blue!
Hurrah [said five times] for the red, white, and blue!

SUGGESTIVE PROGRAMMES

"I know three little lessons,
These little sisters tell.
The first is Love, then Purity,
And Truth we love so well.
Hurrah for these three lessons!
Hurrah for the red, white, and blue!
Hurrah [said five times] for the red, white, and blue!"

Three little girls may be dressed in red, white, and blue respectively and as their names are called they come to the group of children and make a curtsy.

There have always been heroes in every country who were brave and true. In the olden days these heroes were often called knights.

Tell stories of the heroes and knights of old. (See Volume IV of *The Children's Hour*.)

Exemplify the qualities of character for which the knights or heroes stood; purity, honesty, bravery. Let each child realize his own ability to attain these attributes.

He must learn obedience.

Respect the rights of others.

Always be ready to do a service for some one.

Learn the right use of time.

Coöperation in community spirit.

Use of liberty as long as it is law-abiding.

Talk of the Girl and Boy Scout.

Martin Luther says, "The richest prosperity of the State is the production of honorable citizens."

It is only through early guidance that the right principles of conduct are instilled; therefore great stress should be placed upon these qualities during the month of February when two such knightly men as Lincoln

CHILDREN'S OCCUPATIONS

and Washington can be given as examples to the children.

There are brave and heroic women. Tell stories of Joan of Arc and others.

Refer to Florence Nightingale, Clara Barton, Edith Cavell, and the brave nurses of the world wars.

Children can be brave, too. Give examples, if possible, of heroism among their own friends or instances in the town or city near by. Brave children will make brave men.

Let children tell of their fathers or uncles who may have served in France during the recent war.

Carefully chosen pictures will make a great impression. Show pictures of knights in armor.

VALENTINE'S DAY

FEBRUARY 14 has been held as a festive day for many generations, the origin of which dates back many years. Saint Valentine was distinguished for his loving and charitable acts, and whatever the origin of the day, we may give him these attributes which we like to commemorate on this date. Impress upon the children that it is a day of sweet thoughts of our friends and of the desire to send them loving messages. It is the custom to send these missives without signature, so one is left to guess who the sender is. With the little children great pleasure is gained by making the valentines; therefore, some time beforehand must be given to the occupation. A festive hour during school-time may be arranged to receive the mysterious envelopes.

SUGGESTIVE PROGRAMMES

Songs for the month (see Volume V):

“Lincoln.”

“Washington Song.”

“Flag of our Country.”

“America.”

“The Postman.”

“Saint Valentine’s Day.”

Gift lessons:

Building with blocks: Monuments to the memory of special heroes. Barracks where soldiers live when in service. Trenches.

Arrange sticks to make an outline of the log cabin where Lincoln was born.

With colored sticks make the United States flag.

Make rows of tents.

With toothpicks and peas make aeroplane and gun-boat, flag. (See illustrations in Chapter IV.)

Games:

Singing game. “Soldier boy, Soldier boy.” (See Volume V.)

Knight game. (Read the “Search for a Good Child,” Volume IV.) One child is chosen to be the knight who goes off in his castle to live, which may be in the corner of the room or just outside the door. The knight comes galloping in to the center of the circle and asks the teacher or mother if she has a good child who would like to go to ride with him to-day. He says he wants only a good child who has done a kind service for some one. The mother looks around over the group and says,

CHILDREN'S OCCUPATIONS

"John has been good to-day; he helped bring in the wood for the stove. Yes, he may go to ride to-day." Off John goes galloping with the knight around the room or out to another room. Immediately there come from the other children tales of the kind deeds they have done and they ask for the next ride. Perhaps one child has been disturbing another. When the knight comes back, Mother has to say, "Frank cannot go to-day because he was not thoughtful." The children are quiet for a moment, which casts a shadow on the game as well as sends a lesson home to Frank. Now the game proceeds, and both boys and girls have turns in telling a good deed they have done to make them deserving of a ride with the knight.

Exercises may be of military form:

Raising and saluting the flag.

Saluting officers.

Drill marches.

Galloping of cavalry horses.

Bugle calls and beating of drums.

Valentine game. Let the teacher prepare one valentine apiece for her children. One child is chosen to begin the game by taking a valentine from the teacher and running around the outside of the circle dropping the envelope where he chooses. Play as in the game "Drop the handkerchief"; the one receiving it must pick it up and run around the circle after the postman who dropped it, who by this time has reached his place in the circle. The next child is given another envelope by the teacher, and the game continues until each one has received a valentine.



PAPER-CUTTING AND PASTING

SUGGESTIVE PROGRAMMES

Hand-work:

Let children draw on paper a picture which will illustrate something they remember of the stories told of Lincoln or Washington.

Plant grass-seed in a saucer of dirt a week before the 22d. Plant the seed in little rows to make the shape of a W. When it comes up the green lines of grass will be very attractive and will stand for Washington's name.

Refer to Chapter XII: Choose a pattern to make a soldier cap. Make a different badge for celebration of the 12th and 22d.

Make a flag. Mark off with pencil half-inch distances on piece of oblong paper leaving a square in left-hand corner. Let children crayon in the stripes and make stars in the corner. Paste this on a stick or slat.

Log cabin. Cut and fold a house the same as for a toy village (see Chapter IX). Keep the house plain making a door at one end and pasting a chimney on the other end which starts from the ground on the outside. Cut out small square windows on the sides. With crayons mark off the house with brown, horizontal lines to make them resemble logs.

Soldier's camp-ground. Follow directions in Chapter XII.

Valentines. Several ways are suggested in Chapter XII.

Paper-folding:

Soldier cap.

Drinking-cup.

Picture frame for either Lincoln's or Washington's picture. Follow directions as given in Chapter II.

Fold a boat.

CHILDREN'S OCCUPATIONS

Sand table:

Illustrate the story of Washington crossing the Delaware.

Clay-modeling:

Give children free play to make what would be suggested to them from stories told at this time. They may think of guns, soldier hat, or a fort.

MARCH

HAVING woven loyalty and patriotism into the thoughts of the children, let the next few weeks be devoted to a civic programme. Find out in discussion just what our country, and especially our city, is doing for us.

All the fathers are paying money (taxes) to help the city take care of the people who live in it.

Discuss the physical welfare of the people of which the city takes care.

Policemen guard property and see that law is kept. Discuss punishments by law if one does not do right by other people's property. Speak of stealing, damaging things, and throwing stones.

Firemen come when the house has caught fire.

Men are employed to shovel snow from the sidewalks.

Streets are cleaned and sprinkled.

Ashes, paper, and garbage are taken away.

There are lights on the street at night.

The United States employs postmen to bring the mail to the homes.

There are public parks with beautiful trees and flowers.

SUGGESTIVE PROGRAMMES

There are fountains for beauty, and drinking-fountains.

There are playgrounds with all kinds of amusements, and in winter the ground is flooded for skating.

There is a gymnasium with a swimming-pool.

In summer there are public baths if the city is near a lake or an ocean.

There are hospitals with clinics free to all, supervised by splendid physicians and nurses. It is a nice place to go because there is such good care given to any one who is sick. Emphasize this because so many children have fear of hospitals.

For the mental welfare of citizens there are:

Public schools, night schools, vocational schools.

Libraries and free story-telling hours. Lectures.

Museums, aquariums, and zoos.

Community entertainments: singing, band concerts, supervised moving-picture shows.

Show postcards of public buildings.

The month of March brings a strong, cold wind. It is at work with all its might drying up the snow and ice and is refreshing the earth, preparing for spring.

Let us see what it does:

It dries up the mud.

It blows the dead twigs.

It turns the windmills and weather vanes.

It blows the kites into the sky. It will take your balloon if you do not hold it tightly.

Feel its strength when it pushes you down the street.

It dries the clean clothes upon the line.

We can hear it as it howls among the trees and around

CHILDREN'S OCCUPATIONS

the corners of houses, but we cannot see it or grasp it. The child who is led to realize its great unseen power, appreciates its true value, and is interested through the long month of March with its strong winds.

Show pictures of the weather vane and windmill. Who has a weather vane on the barn at home?

Take a walk letting the children carry pinwheels which they have made. See what happens when the wind strikes the pinwheels.

Point out everything blowing; the bare tree branches, a flag, clothes in a back yard. Find a weather vane.

Tell stories about the wind.

Liken the boys and girls to winds. Make a moral lesson of the contrasting winds. Some one once wrote that "Some boys and girls are selfish and thoughtless of the happiness of others. Like the cyclone, wherever they go they destroy happiness; their frowns and cross words drive away smiles and fill every one's heart with sorrow. There are other boys and girls who affect you just like the ocean breeze on a hot day. They bring faces that are covered with smiles, voices that bubble over with laughter, and a good time for every one." To which wind will you belong?

Besides the wind there are other unseen powers at work, such as heat and cold. We can see what is accomplished, but not the power.

The sun is beginning to melt the snow. Jack Frost will soon disappear. Bring into the room a bit of frozen earth. Watch the moisture appear and then explain that it is the frost melting to water. Soon the sun's rays evaporate the water and the earth has become dry.

SUGGESTIVE PROGRAMMES

Explain to the children that this process is what the farmer is waiting for the earth to go through before he can plant his seeds.

Fire also makes heat. For this reason we have fire in stoves to cook our food.

Cold gives us ice. Review what has been said before about its uses. As ice comes near heat, it melts and becomes water.

Talk about different forms of water: Steam, mist, fog, rain, frost, snow, and ice.

Talk about different forms or bodies of water, such as the ocean, harbors, lakes, ponds, rivers, brooks, springs, and the fountains in the parks. Perhaps some child has seen Niagara Falls.

Of what use is water?

To help preserve the life of human beings, animals, birds, insects, and plants.

For cleansing purposes.

For traveling and commerce.

It puts out fire.

It generates power for machinery to move.

Talk of the animals that live in or near the water. Discuss the fishes, frogs, turtles, snakes, beavers, and muskrats.

Mention flowers that live in or near the water.

At the end of this month come the first signs of spring.

Buds on the trees have begun to swell.

The pussywillow begins to come out.

Bulbs are seen to be pricking through the ground.

Have Chinese lily-bulbs growing in water for the children to watch.

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Measure with a ruler the height of the green leaves from day to day.

A few birds have come North.

Take a walk looking for signs of spring.

If the season is a little advanced the forsythia bush will show signs of life. Take a few branches into the warm room and put in water. In a few days the yellow flowers will begin to develop rapidly.

Songs (see Volume V):

“Rain Song.”

“Rain.”

“Who Has Seen the Wind?”

“The Windmill.”

“Pussywillow.”

Gift lessons:

With blocks build a toy village having a library schoolhouse, engine-house, stores, and a hospital.

Build rows of beds for the hospital.

Build a swimming-pool for the gymnasium.

Build bookcases for the library.

Make a bandstand for the musicians.

Make a windmill. Put two cardboard fans in the front of it.

Build a bridge to go over the river.

Build a wharf to which a boat can be tied.

With sticks, rings, tablets, lentils make pictures of

Wagons carrying off rubbish.

Wheels for the watermill.

Fans for the windmill.

Bridges.

SUGGESTIVE PROGRAMMES

Weather vanes.
Trees in the park.
Fountain.
Beds in a hospital.

Games:

Give exercises that will imitate what the wind does, such as moving like the swaying branches, arms and body twist like the weather vane, turn like the windmill fans.

Make sounds like the wind.
Imitate holding on to a kite or balloon.
Fly like a bird.
Hop like a frog.
Swimming motion with arms.
Sit on floor and row as if in boat.

Soap bubbles. Let the children make soap bubbles. This shows another form of water. Air blown into the soapy water through a pipe forms a water ball and floats off into air. Note the beautiful rainbow colors in the bubbles.

Marbles. As this is the time when marbles appear with the big brothers, let the little children enjoy them too. Play some of the ball games with marbles.

Dramatize going to a fire. Ring a bell or strike a few notes on the piano, to announce a fire. Now the children are busy making-believe to get on their suits and to harness the horses. The piano begins to play and the children gallop and gallop around until they get into a corner of the room when the piano stops. The children now imitate firemen getting out the hose and they all hold

CHILDREN'S OCCUPATIONS

their arms and hands as if playing the hose. At the same time they make a noise with their mouths like the swishing of the water. Soon the fire is out, the music begins again, and the horses (children) trot home not quite so fast as they went.

Let the children choose ring games which already have been learned.

Dramatize some of the Mother Goose Verses. "Jack be Nimble," "Little Miss Muffet."

Use finger plays suggested in Chapter I.

Hand-work:

With crayons the children will want to illustrate their impressions of stories and talks. Subjects likely to be sketched are:

Firemen scaling the wall of a burning house.

Engines dashing down the street.

A fountain playing in the park.

Fish in the aquarium.

Bear seen at the zoo.

Turtle they remember from last summer.

A kite going skyward.

Trees as they are bending under the March winds.

Balloons such as were suggested in September.

The pussywillow is lots of fun to draw. Use a piece of chalk to make the white pussies on each side alternating down the brown stem.

There is the ocean or river remembered from last summer's vacation.

Make pinwheels which the children may carry home. (See Chapter XII.)

SUGGESTIVE PROGRAMMES

Cut and make a windmill from the pattern found illustrated in Chapter XII. With the teacher's help it would be interesting to put the Dutch windmill together. The children can help by cutting out from folded paper the little Dutch children.

In the sand table work out the toy Dutch village as described and illustrated in Chapter IX. Holland is the land of windmills, and this is, therefore, a fitting time to construct the Dutch village, telling stories about it at the same time. Let the children cut and make as many parts of the scene as possible. (Read "Market Day with Father," Volume I.)

Perhaps an older brother can follow directions to make a Cape Cod windmill or the hydroplane, described in Chapter XII. Either would be a great contribution to the little school group at this time. They could be adjusted outside the window where the children could watch what the wind makes them do.

Paper-folding (see Chapter II):

Kite fold.

Windmill fold.

Make a kite. Take a long, flat stick called a slat and paste on the kite fold along the center, vertical diameter. Take a short slat and paste it across the other slat on the paper at the widest horizontal diameter. At the top of the kite fasten a very long string with which to hold it. At the bottom of the kite or the narrowest end, tie the tail which consists of a shorter string with paper circles placed at intervals along its length. Tie knots in front and behind each circle to hold it in place. As the

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child runs with it, the wind is supposed to carry it into the air.

Boat. Make a boat from half a walnut-shell or of orange-peel. Make the mast of a toothpick and pin a piece of paper through it to be the sail. Let the children sail their boats in a basin of water.

Teddy-bear. From the pattern illustrated in Chapter XII cut out different parts of a Teddy-bear, then put them together with brass fasteners.

Turtle. Make the body from a flat dried prune. Stick cloves into the sides for his legs and one at the back for his tail. For his head use a raisin which can be joined to the body with a clove. If the group of children is small, let each one make a turtle and take it home.

Clay-modeling:

Make a tile of the clay and mould in bas-relief the picture of a Dutch windmill or a sailboat.

Mould a fish, turtle, or snail.

Transparency:

Follow directions for the making of the goldfish in a bowl. (See the illustration Chapter XII.)

APRIL

SPRING has come; Jack Frost and the cold north wind have gone. The sun begins to feel warmer. Nature feels her warmth because already is seen a change coming over all growing things.

Grass is turning green.

Dandelions begin to show their yellow heads.

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Crocuses, tulips, daffodils, and narcissus are among the early flowers that come from those brown bulbs that were planted last fall. The snow and ice kept them warm under the ground until cold winter should pass away.

Birds are returning from the South and are thinking about building nests. Who has seen a robin?

The animals that were sleeping all winter are waking up.

The domestic animals can soon be turned out to pasture.

Farmers are beginning to plough their fields for planting a little later.

Have some beans or peas soak in water overnight and then keep them on moist cotton batting that the children may watch them sprout. Have other seeds put into flower pots that they may grow naturally and send out their leaves. If possible have a school garden so that the children may learn the process of tilling the soil, planting the seed, pulling the weeds, and caring for their own plot of ground. In Chapter V may be found instructions for developing school gardens. Encourage the children to help Father at home. If possible give them plots of their own to care for.

Talk of the different implements the farmer needs: the hoe, rake, shovel, plough, and wheelbarrow. Ask how many children have garden tools at home.

Discuss the part played by the sun, rain, and wind to make things grow.

Talk of the different kinds of trees. Have twigs in the room to show how the buds develop. The bud of the

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horse-chestnut tree is the best example to show children, as it is large and the unfolding process is easily seen. Note the stickiness of the outside of the bud, the stiff, dark brown cover, and the tender, little leaves forming inside. Keep the buds in water and they will open nicely.

Trees familiar to children — use of different trees.

Fruit-trees — apple, pear, cherry, peach, banana.

Maple-tree; sap forms maple sugar.

Oak-tree; building houses.

Nut-trees — chestnut, hickory, horse-chestnut.

Elm-trees, in which orioles build their nests.

Evergreen trees — fir, pine, spruce, used for building houses, making a fire, Christmas-tree.

Birds build their homes in the trees.

Trees are a shelter for man and beast.

Devote a day to describing the process of making maple sugar. Have pictures illustrating the tapping of the trees. Perhaps you can procure a wooden faucet which is placed in the trees. The sap runs through the tree and out of the faucet into a bucket which is placed underneath. Explain the boiling-down of the sap to make sugar. Small pieces of maple sugar may be given to children at the luncheon-hour. Maple sugar melted becomes the maple syrup which we like to eat on griddle cakes and bread.

Talk of the carpenter who uses wood to build everything he makes.

First the great trees of the forest must be cut down by the lumbermen and carried to the sawmill where the

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tree is cut into boards. These are carried by train to lumber yards all over the world and the carpenter must go there to buy his wood.

Follow out the construction of a house, pointing out our dependence upon other workmen who must help the carpenter so that the house will be built correctly.

Men must dig down into the earth for a cellar with their pick-axes and shovels.

The mason comes with stones and mortar to build the walls of the cellar. He also builds the chimney.

The carpenter builds the house on top of the cellar.

The plumber puts in pipes for water.

The electrician wires the house for lights.

Lastly the painter comes to paint the house when it is built. (See Volume III.)

In the home Mother is cleaning again, making the rooms seem fresh. She is putting away winter furs and clothing and making new garments, for we want lighter clothing now.

EASTER

WITH the awakening of all plant life comes the spiritual thought, to impart to the children, of the Heavenly Father's care over all things. Strengthen their faith that His promises are always fulfilled. Easter is the fulfillment of the promise of a new seed-time and an awakening of new life.

Bring out from the dark closet the cocoons which were carefully kept in a box all winter. Dwell upon the great beauty of the butterfly springing from the small gray nest.

CHILDREN'S OCCUPATIONS

Have a brown bulb and beside it place a beautiful Easter lily telling the children that the flower came from a dark bulb just like this one. The contrast of both these examples of the butterfly and lily should impress upon the children the marvelous work of the Heavenly Father.

Easter, therefore, is a joyous time. The church bells will ring and we will go to sing praises to God for His wondrous works. The beautiful Easter lilies and other flowers will be in the church too.

Take the children to a florist's shop that they may see the beautiful display of blossoms. Take a lily to a sick child.

Old legends and customs have brought into use the celebrating of Easter not only with the lily, but with the Easter egg and the little chicken just hatched. The rabbit, too, symbolizes the season.

Take a walk to some friend's yard where there is a rabbit or perhaps a brood of downy chickens just hatched.

Talk about the kinds of birds that are seen, such as the robin, sparrow, bluebird, red-winged blackbird, woodpecker, and oriole. Have pictures of these so that they may be closely examined. It may be possible to have a collection of stuffed birds which would help more definitely to teach size, form, and color.

Songs (see Volume V):

“Spring.”

“Bobby Redbreast.”

“What Robin Told.”

SUGGESTIVE PROGRAMMES

“The Nest.”

“Two Little Birds.”

Gift lessons:

Build with blocks: Houses of different architecture. Greenhouse. Chimneys.

Transformation of the little boy going downtown with his father. (See Chapter XV.)

Sticks and rings. Make pictures of pick-axe, shovel, hoe, rake, wheelbarrow. Carpenter's tools — hammer, saw, etc.

Lentils. Pictures of lily and other flowers. Pictures of chicken, rabbit, egg.

Games:

Imitate the bird in his different activities, such as flying, hopping, drinking water, and going to sleep.

When possible let the recess hour be spent out of doors using many of the ring games used indoors through the winter.

All ball games can be used.

See who can put the most balls into the basket which is a certain distance away.

Hand-work:

The suggestions are many for the use of crayons and paints because the season has come when there is a variety of activities to illustrate as well as Nature subjects to paint.

The flowers are large and have fairly simple lines to follow. The tulip especially comes easy to the children.

CHILDREN'S OCCUPATIONS

First give them freedom to paint what flowers they choose. Make a conventional border of tulips or crocuses to be placed about the room. Have patterns of these flowers which can be outlined, colored, and then cut out.

Cut out a crocus flower and its leaves, about three inches in height, having colored them first. Make a drawing of a bowl three inches wide and two inches high. Color this dark green, blue, or brown. Cut this out and paste it around the edges on a large piece of white paper. Now slip the crocus flower into the top of the bowl. This makes an effective picture to take home.

Paint horse-chestnut twig showing the folded bud at the top.

Suggestions of patterns to copy are given in Chapter XII; such as —

The Easter goose.

Floating duck.

Flying bluebird.

Pot of tulips.

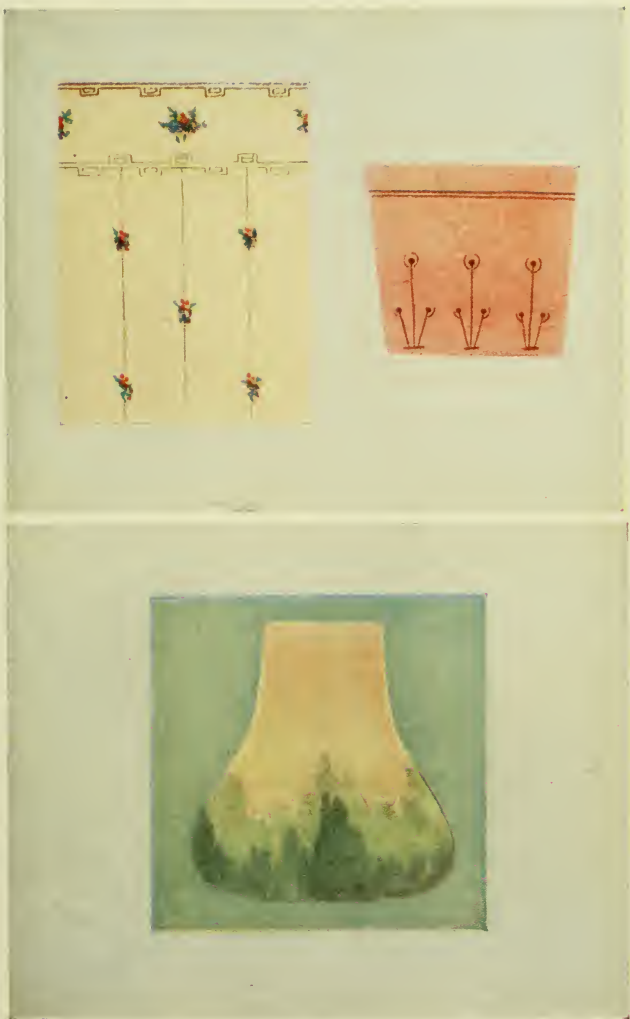
Flower pot filled with sand.

Wheelbarrow cut from a double fold of paper. Make a rabbit from turkish toweling. (See Chapter XI.)

Let the children make a church window by floating colors and blending them to give the effect of stained glass. With black paper cut out the framework of a church window. A full description of making it and an illustration may be found in Chapter III.

Cut out a landscape picture showing how maple sap is gathered. (See illustration in Chapter II.)

Easter card. Paste white paper on a gray mount.



DESIGNING IN WATER-COLORS

SUGGESTIVE PROGRAMMES

Crayon the upper part of the white paper blue for sky, the lower half green for grass. Let children cut out a chicken from a pattern they have drawn in and crayon the chicken yellow. Paste this on the green grass.

Paper-tearing:

Farmers' tools.

Butterfly.

Rabbit.

Transparency:

Make a picture of chicken to hang in the window. Cut out of green or black paper two ovals six inches long and three inches wide. From each of these ovals cut out the centers leaving a border about half an inch wide. This makes the picture frame. Now cut out two ovals six by three inches of transparency paper. Paste these on the inside of each of the frame ovals. Make a yellow chicken about two inches tall. Color him yellow on both sides. Now paste him in the middle of the transparency paper on the inside. Then paste the two ovals together, and on holding it up to the light you will see the chicken in between. Tie in a piece of raffia at the top and hang the chicken in the window.

A more elaborate one can be made by making the picture of a hencoop, hen, and several little chickens.

Transparencies of a pot of tulips or yellow jonquils are lovely.

Clay-modeling:

Make a tile with bas-relief of a chicken coming from half a broken shell. Paint chicken yellow.

CHILDREN'S OCCUPATIONS

Mould maple sugar cakes.

Easter eggs.

Rabbit.

Humorous blackboard drawing:

While the following verses are read let some one illustrate on the board.

THE FORGETFUL CARPENTER

THERE was a jolly carpenter
Whose heart was good and kind,
But a poorer memory than his
It would be hard to find.

Once on a time he built a house
For his family of nine,
And when at last it was complete
He thought it very fine.
(Draw a square on the board)

The wagons came piled high with goods
Till they could hold no more,
But no one could get in the house
For there was n't any door.

"Why, how could that have slipped my mind?"
Said the carpenter with a grin,
And then he quickly made a door
To let the family in.
(Draw in a door)

The eager nine rushed in with glee,
But started back with fright:
"Why, Father, what's the matter here?
The house is dark as night."

"The windows, too, could I forget?"
He said in sad dismay,

SUGGESTIVE PROGRAMMES

And went to work to saw some out
Without an hour's delay.
(*Draw in windows*)

The family tried to settle there,
But the nine began to sneeze,
And cried, "We surely cannot live
In draughty rooms like these."

"Oh, what have I forgotten now?"
Said the weary man. "Alas!
I've only sawed the window holes,
Now I'll put in the glass.
(*Draw lines to represent window panes*)

This was a peaceful, happy home
Till it began to pour;
It came down through the plastering
And flooded walls and floor.

The carpenter hurried out of doors,
Forgetting coat and hat;
"Oh, woe is me, there is no roof —
Why did n't I think of that?"

He soon had built a gable roof,
No better could be found.
The nine were snug and dry inside,
The rain poured on the ground.
(*Draw a roof*)

But when they made the furnace fire
They all began to choke
And double up in coughing fits,
For the house was filled with smoke.

"Oh! what have I forgotten now?"
The man cried in despair.
His frantic eyes the house-top scanned
"No chimney, I declare!"
(*Build chimney*)

CHILDREN'S OCCUPATIONS

He made a handsome chimney high,
Then said, "Oh, children mine,
If ever I build another house
For a family of nine,

"If you love your poor old father, dear,
Stay by me, if you please,
And gently jog my memory
On little points like these."

MAY

SPRING has brought the beginning of growing in the world of Nature and activities among the birds and animals. This month of May continues the good work, bringing more warmth, sunshine, and rain. The leaves are entirely out on the trees. The shrubbery is flowering, and even the wild and garden flowers are showing their pretty heads.

Inquire of the children how their gardens are getting along at home. If there are school gardens spend some time daily in them, for things will not grow without care.

Talk over the different kinds of vegetables to be planted.

Study more about the birds. Have samples of bird nests that the children may examine them. See what they are made of.

What tools do the birds use to make the nests?

Discuss family life of the birds.

Keeping of eggs warm.

Father's and mother's tender and patient care of their young; feeding of the young and teaching them how to fly.

Compare these with children's homes.

SUGGESTIVE PROGRAMMES

Tender care of them by their parents.

Fed, clothed, sheltered, and loved by their parents.

Speak of Mother's Day, the second Sunday of May.

(See Chapter XII.)

How should children act toward their parents?

Grateful, loving, and helpful.

Boys can help in the home:

Run errands for Mother.

Bring in coal and wood.

Keep the yard picked up.

Help in planting and weeding garden.

If living in the country they can drive the cows home.

Learn to milk the cows.

Feed the hens, and gather the eggs.

Girls may be busy little housekeepers in helping Mother. (Read Chapter VII.)

Talk about the different insects, bugs, grasshoppers; their habits and uses.

Study about the bees. If possible have some living honey bees at work in an apiary.

Speak of different kinds of bees and their homes.

The community life of the bee. Duties of the Queen bee, drones, and working bees.

Making of wax combs.

Gathering pollen from the flowers and carrying it in the pockets of their little legs.

Making honey.

Let the children have some honey on bread for their luncheon.

Take children for many walks, calling attention to things that have been talked over in the group.

CHILDREN'S OCCUPATIONS

Gather wild flowers, cautioning the children to pick only flowers they know about. Some leaves are poisonous and the children must learn about them early.

If possible visit a farm where the children can watch ploughing, planting, hoeing, and how the animals are fed and housed. Let them feed the chickens, ducks, and turkeys. Let them watch the cows as they chew their cud; watch milking. Perhaps there is a bossy or a new litter of pigs. The opportunity for children to see all this life means a great deal to their early education and appreciation of labor and preparation of food materials for the maintenance of the physical world.

There are many stories to tell of the animal world. The old fables are interesting to the children because they put conversation into the mouths of animals. Fairy stories tell wonderful tales of what happens to good and bad children. The morals of all these stories sink into the children's minds without being alluded to directly.

MAY DAY

THE first day of May is a day set apart for a festival. Coming from an old English custom we find much about it worth while preserving. It is a day when we greet our friends with cheer and joyousness because we're glad to be living when all Nature is blooming again. (See Chapter XII.)

Let the children plan with you, during the last of April, to make May Day a day of joy and merry-making. Make a programme of games, dancing, and singing, and hope that the day will be fair so that the event

SUGGESTIVE PROGRAMMES

can be carried on out of doors. Arrange for the Maypole with as many streamers floating from the top as you have children. Let them weave their streamers as they pass each other in and out until the pole is entirely wound up with colors. Now let the children turn round and skip in and out the other way, still holding to their streamer ends. The pole will soon be unwound and once more the children stop at their rightful places. The dance is most effective when the children are dressed in white.

MEMORIAL DAY

THE 30th of May is a national holiday of the United States. It is a day when we think of the brave soldiers who in years gone by have bravely fought in wars that this country should be free. Though a day of sadness and retrospect for the older people, yet the children should realize that they could not be so happy if they had not been protected by these loyal and courageous soldiers. They lost their lives for a great cause and now we decorate their graves with reverence and gratitude. The spirit of patriotism is the thought to dwell upon. It is very fitting, at this time, to invite a veteran to come, in uniform, to talk to the children. He will tell them how glad he was that he could fight to protect them.

Saluting of the flag and patriotic songs should be a part of the programme.

Songs (see Volume V):

“Over in the Meadow.”

“Feeding the Chickens.”

CHILDREN'S OCCUPATIONS

"The Sparrows."

"Bossy Cow."

"This Little Pig Went to Market."

"Flag of our Country."

"Sweeping and Dusting."

Gifts:

Build courtyard and throne for the Queen of the May illustrating May Day Festival.

Farm buildings and fences.

Boxes to hold honey.

Monuments to the memory of soldiers.

Rings. Beehives, bird nests, flower forms.

Sticks, rings, and tablets: Cooking utensils, vases for flowers, furniture.

Games:

Exercises imitating household occupations, such as dusting, sweeping, beating eggs, stirring cake, washing and ironing.

Finger Play: "The wash-bench." (Chapter I.)

Exercises imitating farm activities, such as ploughing, planting, weeding, feeding chickens.

Fly like birds, butterflies, bees with the buzz.

Take children out of doors letting them play house under the trees.

Play ring games. (Chapter XIII.)

Family game.

The Bird Nest.

Singing game (Volume V): Oats, peas, beans.

Dramatic game of "Henny Penny." (See Chapter XIV.)

SUGGESTIVE PPROGRAMMES

Hand-work:

Draw the bean in different stages of its growth.

1. The bean.
2. Root starting to shoot downward.
3. Cotyledons starting upward.
4. Pair of leaves at the top and the root branching out into several roots.

Painting of new flowers, such as violet, cowslip, and twig of forsythia.

Crayoning illustrations of a day's experience visiting the farm.

Draw bees flying around a beehive.

Give children patterns of different animals, such as cow, horse, or of a hen or chicken. Let them outline these on a double fold of paper, the fold coming at the side. Now cut out the figure and if only a small part can be kept creased and not cut, this will be sufficient to hold the double picture together. Made in this way the animals will stand up.

Make forsythia chains.

Pigeon-house.

Soldier caps.

Cap for May Day Festival.

May baskets. (See Chapter XII.)

Doll-house and furniture. (See Chapter VIII.)

Paper-folding:

Use the Kraus folding forms described and illustrated in Chapter II.

Paper-tearing:

Bluebird.

Beehive.

Flowers.

CHILDREN'S OCCUPATIONS

JUNE

SCHOOL is about over for the season. Schoolroom work is giving way to outdoor play for the children. There is, however, a new school open for them, a larger school, the school of Nature, where there are endless lessons. This is the month of flowers and gardens. Let the flowers and gardens be the children's teachers.

At this time of year the farmer is still ploughing and planting for the late winter vegetables. He is hoeing and weeding the plants and vines already growing. Early radishes and lettuce are ready to be gathered and strawberries are being sent to market. The children must watch their own gardens and gather in whatever is ready to be picked. Proud are the children when they take in their first bright red radish to Mother.

With this change from school hours the wise parents will give regular daily duties to be done in the home. Let the child feel that he is responsible for certain things to be accomplished. The family working together for a common interest will further the development in the children of right ideals of citizenship, patriotism, and coöperation.

June has but one festival of national consideration, that of June 14th which is called Flag Day. On this day the children should fly their flag, learn what the flag stands for, and how it should be treated. Show them pictures of flags of other nations. All flags should be respected, but one's first loyalty is to his own flag. (See Volume I.)

The circus generally arrives in town some time this

SUGGESTIVE PROGRAMMES

month. The children are nearly at fever heat with excitement when they rush into the house and announce, "The circus has come to town!"

Setting aside the grotesque and unnatural features of the circus, the opportunity for the children to see live animals straight from the jungle is an education in itself. Throughout the year the children have been poring over picture books looking at the pictures of the lion, tiger, hippopotamus, kangaroo, and many more. Now they can gaze into the faces of these wild animals. Doubtless the roar of the lion sends cold chills down the children's backs, but nevertheless it is a thrilling sound to hear. The elephants, too, are so huge, yet seem to understand human language, and are always ready for more peanuts. A day at the circus means happy memories to the children for months and months to come.

There are the parks to visit where a group of children may take their lunches for a picnic. The city has provided forms of amusement for these reservations. There are the swings, the see-saw, and the sand piles to dig in. With squeals of joy the children beg for a ride when they see the merry-go-round. If there is a body of water near by there will be rides in the swan boat or some other kind of boat. There is the popcorn man, balloon man, and near by there is, perhaps, a place to buy ice-cream cones. Good judgment and patience must go with the mother or attendant when the continuous question is put before her, "May I have some?" Tired, but happy and with a day of experiences never to be forgotten, the children go to bed wishing all days could be like these happy days in June.

CHILDREN'S OCCUPATIONS

Songs (see Volume V):

“June.”

“Buttercups.”

“Daisies.”

“The Giraffe.”

“The Popcorn Man.”

Rhythm music:

“The Elephants Go Down the Street.”

Gifts:

Build a circus building with blocks.

Make animals to go in it.

Make the transformation with the Fourth Gift.

Sticks and rings:

Make pictures of all the wonderful things seen at the circus.

Borders of flowers can be made by taking the buttercup for a motif and repeating it several times.

I. Take the electric car. Stand bricks on long, narrow side in a row like car seats.

II. Make four benches in the pine grove. Put second brick on top of first brick with broad flat face on top. Do same with every one making four benches.

III. Form two square tables in grove. Move two benches together making one table. Do same with other two benches.

IV. Let us be more sociable and have one long dining-table for the picnic. Move two tables together.

V. Put back the two square tables.

SUGGESTIVE PROGRAMMES

VI. Leave four benches in the grove.

VII. Make the electric car to take you home.

VIII. Home — pile bricks into square formation.

Games:

Give children free choice in outdoor games.

If a dismal day comes when they must be indoors, let them play menagerie. (See Chapter XIII.)

Merry-go-round. Use music. The following words are set to the first sixteen measures of "Mosquito Parade," by Howard Whitney. Transpose the music to key of F, so that it can be more easily sung:

"Who'd like to ride on the Merry-go-round:
But first the horses must be found.
We'll form our wheel within the ring
And take our places while we sing."

Four children, with arms locked across each other's shoulders side by side, form the small inner circle or hub of the wheel. Four more children are used for spokes of the wheel. To make the spoke let each child stand back of one of these children forming the hub. Let him stand with arms outstretched to the side and one hand on shoulder of the hub child who is standing in front of him. This wheel will turn slowly around while the outside circle of children will be ponies. Let them turn to the side, form a line, and hold hands together in front of them as if holding reins. Now sing second stanza:

"Stand still, my pony, don't run away:
We want to have a ride to-day.
Jump on your saddles and crack your whip
And here we go clippity-clip."

CHILDREN'S OCCUPATIONS

A chord on the piano means to give a jump and make-believe to get on the ponies. The music is played through again in quicker time as the ponies gallop. Then, slowing down at the end, the ponies walk and finally stop with the music. Repeat the game letting new children make the wheel inside.

Hand-work:

Let the children work out a toy village under the apple-tree using spools to make the roads. (See description in Chapter IV.)

Make a merry-go-round. (See Chapter XI.)

Elephant. In an animal book find a good picture of an elephant. Make patterns of the different parts of the body. Now let the child draw an outline of these and cut them out himself. There should be a body, head and trunk, tail, and four legs. Fasten these different parts with brass fasteners to the proper places of the body. Thus you have made a jointed elephant like the Teddy-bear described in Chapter XII.

The little girl may like to try her hand at sewing for her doll. Encourage her in this quiet occupation as the days grow warmer.

JULY

WHEN July rolls around with its succession of warm days, there comes the inevitable call from the country and seashore, urging us away from the hot, dirty city with all its din and roar.

At the first breath of salt air, with what glee the children seize pail and shovel and run to the glistening

SUGGESTIVE PROGRAMMES

white beach! What a treat it is for them to make all sorts of things, patting the sand into every conceivable shape!

Let them have the fascination of adventure in exploring around the rocks.

Bring with you several small boxes so that they can make separate collections of shells, pretty stones, and starfish.

Find a pointed stick that they may draw designs on the sand.

With twigs and stones let them lay out a toy village.

There are living creatures in the water, and here is a chance for educational material. The little fiddler crabs run up and down their holes. They have such funny legs and claws. Here is a big crab that if boiled is good to eat.

Let the child dig down the hole where he saw water spurt out. He is surprised to find the clam, perhaps several of them.

The jellyfish is the simplest form of life. The starfish is so pretty when dried.

Give the child a chance with a real hook and line to experience the labor of a fisherman.

The seaweed is fun to gather. When dried the little pods may be strung to make a chain.

An edible form of Irish moss is found on some parts of the coast. Once shown the right kind of moss, the child can soon gather a pail full, especially after a storm has driven it in and torn it from the rocky deep. Wash the moss carefully in several fresh water rinsings, then spread on brown paper and place in the sun to dry.

CHILDREN'S OCCUPATIONS

Move it about several times so that in all parts it will be thoroughly dried before you pack it away in a tin to bring home in your trunk. A small amount will go a long way in cooking. Irish moss blanc-mange is considered one of the most delicate desserts, and physicians order it for patients, who can take milk, as one of their first menus.

Call attention to the different kinds of boats in the harbor. Let the child go in boats.

Let him have a toy boat. Make one of a shingle with a mast and cotton sail if you have nothing better.

Talk about buoys and lighthouses.

If there is a life-saving station near by find a way, if possible, to visit it. Talk of the brave men who patrol our coast while we are sound asleep. They are heroes.

Let the child enjoy wading and bathing as is seen fit for his health.

Many games may be played on the hard sand. The ball is the favorite. It can be rolled and tossed and bounced. If it is a cork ball there is much sport taking it into the water while bathing.

Races with competition in running, hopping, and jumping are fun. Use pebbles placed along in a row for time races and see who will gather his row first.

The game of statue can be played on the beach.

There are picnics to be had on the beach and a clam-bake. The building of the fire, heating the stones, using seaweed over the stones in which to throw the clams, then covering them with sail cloth, is a process never to be forgotten by a child or a grown-up. It is primitive cooking, but it tastes so good!

SUGGESTIVE PROGRAMMES

Nature gives beauty to the seashore besides the sand and rocks. A child will find some wild flowers near the sand. There are low, scrubby bushes which surprise us with the beach plum, from which jelly can be made. The gorgeous marsh mallow stands up in salt marshes as beautiful in flower and color as any hollyhock, and here and there one stumbles on a bed of Indian sweetgrass. The pine-trees seem to thrive in sandy soil, and on some parts of our Eastern coast where the ozone of the pine and salt air are combined it is considered the most marvelous tonic for any human being to have.

The child who can spend the month in the country is indeed fortunate. There are so many things to see, learn about, and best of all live a free, happy existence close to Nature.

We have spoken of the farmer, his work and responsibilities; we may have taken children to visit a farm for a day; but to live from day to day with all the wonderful development of Nature is a great experience for a child. The seeds planted in April and May are now peas, squash, cucumbers, beets, carrots, etc., on your table for dinner. The tiny kernels of corn are now beautiful stalks of green and the wheat is growing too.

The grass has grown tall and ripe, so the farmer goes with his machine to cut it. He spreads it in the sun, turns it, and then stacks it. Let the children jump into the hayrack and go bumpity, bump down the field to get a load of hay. Now the hay is tossed into the hayrack, the children tramp it down so more can be put in. The cart becomes fuller and fuller and the children laugh and squeal with delight as they too must climb

CHILDREN'S OCCUPATIONS

higher. At last the ride home on a bed of ease on top of that wagon of hay is the joy of the day's play.

Let the little girl bring a bunch of hay into the house and with some string make the hay doll described and illustrated in Chapter IV.

This is the month when cherries are ripe. The youngest child cannot climb trees, but he can help put the cherries into baskets and bring to Mother for canning. Of course he will want to eat some raw, but see to it if possible that you portion him his share.

He finds there are bites taken out of some of the cherries. Yes, the robins like cherries, too!

Take walks in search of wild flowers. The wild roses by the roadside are so fresh in the morning dew! The black-eyed Susans in the meadow are a pest to the farmer, for they spoil his hay, but they are pretty to gather. The white daisies, too, are lovely decorations for summer porches. One should have a book concerning wild flowers and one of birds, especially through the summer months when flowers and birds are here to watch and examine.

The children who must remain in the hot city have many things to enjoy, for a short ride or walk will take them to a park where flowers are blossoming, birds are singing, and fountains are playing. There are marine parks near the ocean and parks near inland lakes so that groups of children can be taken by mothers or teachers to places of rest and recreation.

Do not miss a band concert, for music is always a delight to children and is good for them to hear.

SUGGESTIVE PROGRAMMES

FOURTH OF JULY

LET us not forget this month gives to the United States the most memorable holiday of the year. July 4th is the anniversary of the day when this country became a free and independent country. Tell the children briefly a few of the historical facts. Let us keep up with the modern tendency of the day, to think less about firecrackers and more about the real meaning of the day.

Let them see the parade, hear the band concert, and see fireworks conducted by those who know how to handle fire.

Small firecrackers and torpedoes are sufficient for little children and even then should be carefully watched.

Let the children make up a parade of their own. Of course some one carries a drum, some one hums on a comb covered with tissue paper, and another has a toy horn. Let them make soldier caps and wear them as they go marching down the street.

With their blocks they can build a fort, or outdoors in the back yard they can gather boards and boxes enough to make a big barricade and play battle.

If the children are to keep quiet in the house for a while on this great day, they can use their crayons to draw illustrations or cut and make toys that represent guns, firecrackers, or flags.

The day would not be complete without singing patriotic songs, saluting the flag, and seeing it hauled down at sundown while Big Brother blows the proper call on his bugle.

CHILDREN'S OCCUPATIONS

AUGUST

WITH the sun in its zenith, the midsummer month gives one a full realization of heat, thunder showers, and a desire to be more lax in the hours of work. The child feels it from his standpoint and therefore he should be given a care-free life and a chance to grow like everything else in Nature.

Do not burden him with too much clothing or insist upon being spruced up for company. If he is at home let him play in a sand pile which you can place in a low, large box, under a tree. His pet, which may be a dog or cat, will be content to lie under the tree near his little master and sleep while the play is going on.

A bird will sing overhead, and because of your former talks with the child, he will look to discover the little songster and perhaps run to tell you he has seen an oriole.

When your household tasks are done, go out and join him. Tell him stories of outdoor life, an animal story, a fairy tale, or perhaps he would like to hear about some children who are playing just as he is in some far-off land. (See Volume I.)

In his sand pile he will want to make a toy village illustrating what you are talking about. Bring out from the house heavy paper, scissors, and crayons with which to construct houses, bridges, etc. With the assistance of stones, moss, and twigs a cunning village will be made to represent the home of a Chinese boy, or of little Dutch children. (See Chapter IX.)

As the market-man drives up to the door and gives



WINTER



SUMMER



EVENING

ILLUSTRATING WITH CRAYONS

SUGGESTIVE PROGRAMMES

you your choice of many vegetables, you are reminded once again of the farmer and that August is one of his busiest months.

Discuss with your child and a group of his playmates, who have joined him for the afternoon, all the things that can be found growing at their best and coming to maturity now. Every summer vegetable is about ready to be served on the dinner-table. The farmer and his helpers must hasten to gather them in before they spoil. They must be sold to the market-man who in turn sells them to us.

Help the child to keep watch of his garden that nothing may go to waste.

Look for the bugs and worms that destroy plants and show the child how to get rid of them.

Mother must begin to can vegetables and the little girl can help. Show her how to shell peas, cut up string beans, and peel tomatoes.

Blackberries, blueberries, and raspberries are ripe. The children can pick many quarts of these with their nimble little fingers, and thus help with the preserving.

The month of August finds the wild flowers and garden beds in full blossom. Discuss every new flower you find.

The birds, bees, insects, and animals are coming to maturity. The baby birds are spreading their wings and flying with mother, the kittens, though still playful, are quite weaned from mother's care.

The farmer says it is time that the grain is cut and threshed. Wonderful machinery is made to-day which is of great assistance to him. Farmers often club to-

CHILDREN'S OCCUPATIONS

gether in owning these machines and take turns going from one farm to another assisting in the mighty task of reaping. If children are fortunate enough to live on a farm, or visit the farm at this harvest-time, the experience will never be forgotten and the process of work will be thoroughly understood.

Pictures are the next best substitute. Explain to the children that acres and acres of the United States and other countries are seeded down every spring and the harvest of grains gathered every summer that we may have flour and cereals the next winter.

Eggs are plentiful now. Explain how they are preserved in large quantities for cooking purposes during the coming winter.

Chickens have grown large enough to be sold for eating.

The cows must be milked night and morning. The milk must be cooled, sealed in bottles, and sent to the city to be sold. The milk not used in this way goes to factories to be made into butter and the sour milk is made into cheese.

Give the child some cream in a bowl and with an egg-beater let him beat until the cream becomes butter. Season it with salt and roll into balls that he may use his own butter on his bread. This way, though crude, gives him a chance to see what the process is when butter is made in large churns in the factory.

The little pigs of the spring-time are now hogs. They must be sold and killed that we may have pork, bacon, and lard.

A great deal of respect must be paid to the farmer for

SUGGESTIVE PROGRAMMES

his toil and all that he accomplishes. From his land we are fed, and the wool from his sheep in due time becomes cloth with which we are clothed. The world is dependent for its existence upon Nature through the toil of the farmer. One cannot explain these facts too often or too fully to a child.

Songs (see Volume V):

Let the child choose songs he likes to sing.

As he goes to bed he may want to sing about the stars. The flowers will remind him of spring and summer songs. Mother Goose songs have their place in the fun time.

Games:

Singing-games always fill the air with children's happy voices. The warm weather will call forth the more quiet games. The little girl will want to play house with her dolls.

Dramatizing stories and poems can be done very impromptu under the trees.

Occupation:

Free use of paper, pencil, crayons, and paint should be given the child. Through the winter he has had instruction enough to give him ideas of what he wants to draw.

Tearing and cutting is just as fascinating.

Let him make toys from spools and boxes and play with them in his sand pile or toy village.

With pebbles he will make pictures and with leaves he will make wreaths and picture frames.

CHILDREN'S OCCUPATIONS

Our daily talks with the children should be such that in their playtime, rather than hunt up some mischief to do, they will be eager to work out in occupation the educational thoughts which in due time will make the children of to-day true citizens and thinkers of the future for better and saner policies of the world's interests.





